ABSTRACT

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PERCEIVED FACTORS IMPACTING THE EFFECTIVENESS OF IN-SCHOOL SUSPENSION PROGRAMS IN ELEMENTARY SCHOOLS: AS DETERMINED BY BEHAVIORAL CHANGES IN STUDENTS

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The purpose of this study was to investigate whether perceived factors impact the effectiveness of in-school suspension (ISS) as determined by the behavioral changes in students. The study examined the following factors: ISS teacher preparation, ISS teacher selection, program structure, academic level of students, behavioral history of students, program adaptability for special needs students, and race and gender of students; in order to determine the possibility.

There were 132 participants surveyed, which consisted of administrators and teachers from 12 elementary schools, with 107 (81%) responding. The study was used to identify strengths and weaknesses in the districts' ISS program(s) at the elementary level.

The research involved three data gathering techniques: Pearson *r* Correlation, percentages and frequencies, and the ANOVA. Study results indicate that, there was some relationship between student academic levels and behavioral changes in students upon leaving ISS. No relationship was uncovered among the other variables.

Findings from the study were used to answer six research questions relative to the ISS program for regularly referred students; and to make recommendations for program improvements. Implications for further research and for teacher training are discussed.

# PERCEIVED FACTORS IMPACTING THE EFFECTIVENESS OF IN-SCHOOL SUSPENSION PROGRAMS IN ELEMENTARY SCHOOLS: AS DETERMINED BY BEHAVIORAL CHANGES IN STUDENTS

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# CHAPTER I

# INTRODUCTION

## Rationale for Focusing on In-School Suspension

For years schools have struggled with how to handle the suspended student. On one hand, schools don't want to send misbehaving students "home for a vacation." Yet, on the other hand, some students do not deserve to be in school after they have violated an important school rule. Many schools have solved the problem with the In-School Suspension Program (ISS). Such a program potentially provides schools with the best of both worlds. First, the student is not sent home and second, the student is not in the class he or she disrupted.

ISS Programs typically involve setting aside a space in the school where the suspended student can be carefully monitored, where they can be on task, and can be separated from their peers. However, schools are challenged with creating such a space given certain limitations. Some of the limitations include (a) availability of resources in building, and (b) selection of staff, and/or implementation of program.

As a nation, society has put great pressure on schools to increase their academic standards. Still, schools are struggling to meet the diverse expectations of community stakeholders. At the same time, challenges to accomplish that goal have grown as well. For example, the number of students with aggressive, acting out, and/or antisocial

behavior is steadily increasing. These types of behaviors ultimately and contribute to unsafe, reactive learning and teaching environments, and therefore, additional special services are needed (U. S. Department of Health and Human Services, 2001).

School reform, student safety, and achievement accountability pressures have transformed the nature of schooling. Strong incentives exist in today's schools to improve schooling outcomes by raising academic expectations. Sometimes this is done through high-stakes testing tied to rewards and punishments. Other times it deals with marginalized students through control, containment, and exclusion strategies. The *Zero Tolerance Policy* is designed to enhance school safety, as well. It is also combined with grade retention practices to cope with pervasive academic failure. However, the policy is resulting in large numbers of marginalized students being assigned to socially restrictive settings, like, in-school suspension (Verdugo, 2002).

The Safe Schools Act of 1994 (Part of Public Law 103-227) authorized the award of competitive grants to local educational agencies with serious crime to implement violence prevention activities such as, conflict resolution and peer mediation. However, little attention is given to these two areas.

Historically, problem students have been kept after school, paddled, or suspended from school. These methods have been somewhat ineffective for a number of reasons. For one, keeping students after school is often difficult because of various after school events and parents who work far from the school. A second reason could be that most school districts no longer use or even attempt to defend corporal punishment. Although, problem students do deserve some sort of consequence. Out-of-school suspension often

seems an illogical solution, especially for students suspended for skipping class or school altogether.

Education should be a means toward personal fulfillment and the development of each person's unique potential. Reducing the number of out-of-school suspensions could enhance the opportunities for more at-risk students to stay in school. By doing this, it could possibly enable students to succeed behaviorally, socially and educationally. The economic vitality of our state depends on a highly educated work force. The success of our republic depends upon well-educated citizens who can understand complex issues, utilize critical thinking skills for analysis, and create solutions to problems.

## Problem Statement

The purpose of this investigation was to examine whether perceived factors impact the effectiveness of in-school suspension: as determined by the behavioral changes in students. The study examined the following factors: ISS teacher preparation, ISS teacher selection, program structure, academic level of students, and behavioral history of students, program adaptability for special needs students, and race and gender of students, in order to determine the possibility.

In the 1970s, a report by the Children's Defense Fund charged that public schools were unjustly suspending students from schools. The report gave five alternatives to out-of-school suspension, including the use of "in-school centers." These centers were to provide the teachers with relief from unruly students while providing students access to educational opportunities. By the late 1980s, in-school suspension was commonplace. The predominance goal of most ISS programs appeared to be excluding the problem

student from the regular classroom while providing little to no educational experiences (Short, 1988).

Elementary classrooms in are frequently plagued by major and minor kinds of misbehavior, which disrupt the flow of classroom activities and interfere with learning. Providing a safe, supportive, and focused classroom that allows students an opportunity to learn and grow is a top concern for everyone. Many schools have strategies and policies to stop and/or prevent students' behavior. When this does not work, suspension may be considered, depending on the infraction that occurred. In an effort to keep students learning, most systems encourage ISS when possible.

In-school suspension is an in-house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension (OSS). It is designed to counteract many of the negative effects of suspension. Instructional time can continue without interruption, special academic help can be provided, and some sort of counseling offered. Gushee (1984) states, counseling services for students experiencing personal, academic, or behavioral difficulties can result in behavioral changes such as improved self-image and greater self-discipline. However, elementary students are not as successful in correcting inappropriate behavior while in ISS.

Usually, uncertified teachers are assigned to ISS rooms. For instance, teachers with a two year degree or no degree are usually assigned. Individuals assigned to these rooms at the elementary level are paraprofessionals/teacher assistants. For the most part, they are untrained in the area of providing academic or behavioral assistance. They are hired and little is done in the way of training them for the room. The belief is that

students who do not experience academic achievement tend to disrupt the learning environment and fall further behind. It is also believed that instructional time and special academic assist while correcting inappropriate behavior should continue without any interruption.

Selected Elementary Schools' In-School Suspension Summaries

Table 1 shows the number of students who attended ISS during the 2004–2005 school year. It also shows the number of those students who did not meet Georgia's Standards on the Criterion-Referenced Competency Tests (CRCT) in two or more subject areas. The ISS enrollment reflects students who have attended the program at least once. Percentages are also shown under ISS Enrollment and No. Not Meeting.

A sample of 15 schools and their respective CRCT scores and students repeatedly assignment to ISS, indicate there is an issue with the academics and behavior of students assigned to the program. In Table 1, it is clear that most schools have students who did not meet expectations on the CRCT tests, but who are constantly sent to ISS. This problem, therefore, needs to be explored at the school and county level.

The possible independent variables that may impact the behavioral outcomes of in-school suspension are: ISS teacher preparation and selection, program structure, academic levels of students, behavioral history of students, program adaptability for special needs students, and race and gender of students. These factors could very well explain the failure students have experienced in ISS. There could be other factors that may influence the program. Factors such as (a) administrators who are not instructional leaders, and therefore, are inexperienced when it comes to setting up instructionally

Table 1

*ISS Enrollment for the 2004-2005 School Year*

| Elementary Schools | 2004 – 2005 Student Enrollment | ISS Enrollment | | No. Not Meeting | |
|---|---|---|---|---|---|
| | | Number | Percent | Number | Percent |
| A | 1,013 | 324 | 32% | 146 | 45% |
| B | 476 | 379 | 80% | 127 | 34% |
| C | 674 | 244 | 36% | 153 | 62% |
| D | 622 | 215 | 35% | 108 | 50% |
| E | 719 | 12 | 2% | 7 | 58% |
| F | 767 | 523 | 68% | 271 | 52% |
| G | 930 | 54 | 6% | 23 | 43% |
| H | 806 | 280 | 35% | 76 | 27% |
| I | 826 | 405 | 49% | 218 | 54% |
| J | 515 | 232 | 45% | 134 | 58% |
| K | 736 | 177 | 24% | 48 | 27% |
| L | 583 | 181 | 31% | 97 | 54% |
| M | 831 | 182 | 22% | 101 | 55% |
| N | 653 | 133 | 20% | 77 | 58% |
| O | 892 | 63 | 7% | 45 | 71% |

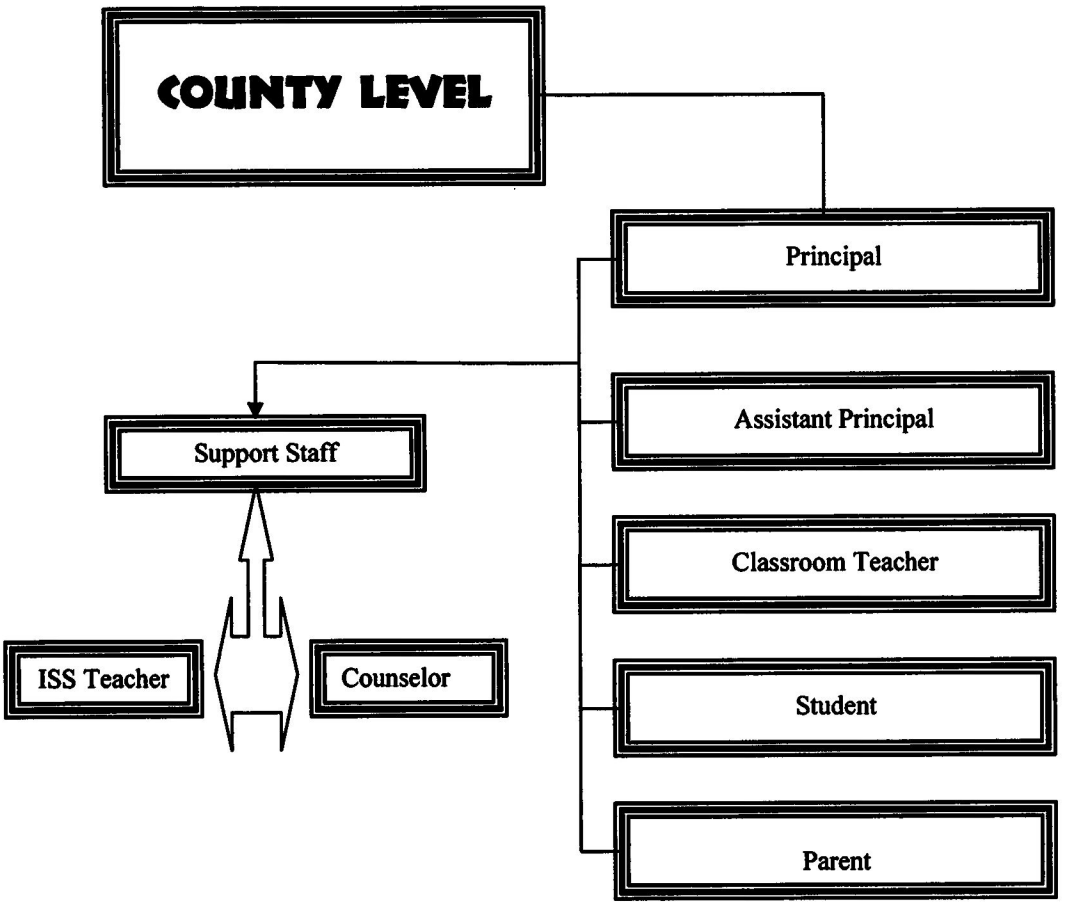


*Figure 1.* Organizational Framework Diagram

sound ISS programs, (b) having high standards for the students and staff in these programs, (c) hiring qualified ISS teachers for the program, (d) keeping the learning environment conducive for students to learn, and (e) providing professional development for staff members when necessary.

## Significance of the Study

This study is significant in that it presents perceived factors that may impact the effectiveness of ISS in elementary schools. The results of this study could be converted to behavioral changes that students display once they leave ISS. This information may be used to design a preventive or corrective plan of action to help the students make behavioral changes in order to be successful while they are in elementary school.

The findings of this study could be beneficial to the field of education in the following ways:

1. The results could inform administrators (a) how ISS impacts student behavior, and (b) the need for various types of behavior management programs in order to ensure the academic success of students attending ISS.
2. This study could be used as a resource for further studies in the areas of school organizational planning, teacher hiring and training of ISS teachers, instructional and curriculum planning, and preventative measures.
3. This study could be used to inform the Clayton County School Board of Education and Superintendent about the importance of placing highly qualified teachers in ISS rooms at the elementary level.

4. This study could help administrators improve their In-School suspension programs (restructuring and redesigning the program).
5. The findings of this research could assist ISS teachers with using the data to consider reevaluation of their classroom management techniques.
6. This study could go further in showing how students with behavior issues impact a school's test scores and school/state reports.
7. This study could make administrators aware of improper placement of students in ISS. This awareness could evolve various programs designed to target specific race and gender groups.

# CHAPTER II

# LITERATURE REVIEW

The intent of this chapter is to review literature that is related to perceived factors impacting the effectiveness of ISS programs in elementary schools. This chapter focuses specifically on various perceived factors that might impact the behavioral outcomes of ISS as determined by behavioral changes in students. These factors include ISS teacher preparation and selection, program structure, student academic levels, behavioral history of students, program adaptability for special need students, and the race and gender of students assigned to ISS. Aside from these major components, the review of literature consists of exploring the definition and origin of In-School Suspension Programs.

## Definition of In-School Suspension

The term "In-School Suspension (ISS)" can be defined as an in-house program to which a student may be assigned for a short period of time in lieu of out-of-school suspension (OSS). When minor infractions occur, this type of suspension usually precedes out-of-school suspension or expulsion. The program requires that students be isolated in a room, work on regular assignments, and adhere to strict behavior codes. The program is also designed to counteract many of the negative effects of OSS. For example, students' instructional time can continue without interruption, special academic

help can be provided as needed, students are still in the building, and they are not left unsupervised at home while parents are at work.

## The Origin of In-School Suspension

In-school suspension originated during the 1970s, and caught on as a popular alternative to out-of-school suspension. In 1979, approximately 1,000 school districts nationwide had initiated or were planning ISS programs. By 1990, ISS was emerging as a viable alternative technique, and gaining widespread use for addressing discipline problems.

Cotton (1995) concluded that ISS overcomes the major shortcoming of traditional suspension because it does not deprive students of an educational experience. Students can still accomplish their assigned work as prescribed by classroom teachers. They are given access to required coursework, teacher input, and adult guidance to make continuous academic progress. Plus, students receive assistance from an adult to insure completion of tasks, and additional counseling for their academic or personal problems. By providing disciplinary consequences within the learning environment, the effects suspensions have on dropout rates are significantly reduced.

Howard and Morris (2003) state one of the earliest insights about in-school suspension programs came from O'Brien who described four suburban Minneapolis schools that adopted an in-school suspension program in 1971. As one of the first ISS programs in the United States, it could be described as three-fourths education and one-fourth punishment. The program's major focus was to teach students (a) the acceptance of consequences for their actions, and (b) to make them think about what they're doing.

## ISS Teacher Preparation

Hardy (1998) found teacher quality is a priority area in education policy, and that the federal government's No Child Left Behind Act of 2000 requires every teacher be highly qualified by the year 2006. This means teachers must poses certification and have demonstrated proficiency in his or her subject matter. They will have to demonstrate proficiency by either having majored in the subject or having passed the subject-area test. Therefore, any person delivering instruction to students must have full certification.

Angus (2001) stated that in order to meet the challenge of placing highly qualified teachers in every classroom, some states are strengthening their traditional teacher preparation programs and developing systems to hold these programs accountable. Thus, reassuring novice teachers have the necessary skills to help students with behavioral issues.

Ferguson (1991) found that principals are being called upon to respond to the growing need for more and better teachers. The discovery was also made that there is a mounting concern about teacher preparation and the quality of the work force. The *Teacher Quality* report and data from the *Schools and Staffing Survey (SASS)*, a major new data source, shows teachers themselves state, for a number of key skills and domains, they do not feel very well prepared. Ingersoll (1999) states this deficit is being recognized and, indeed, over the past decade many districts and states have mandated more rigorous academic and certification requirements for prospective teachers.

Darling-Hammond (2000) states that teachers' qualifications might contribute to students' low performance. For example, students who are assigned to several ineffective

teachers in a row have significantly lower achievement and gains in achievement of those who are assign to several highly effective teachers in sequence.

Imai (2002) reveal that experience is correlated with certification, and that teachers hired in times of shortage may be less well qualified than those hired when schools can be more selective. The researcher also reported that administrators have begun to voice their concerns about the number of teachers who are teaching out of field. Not to mention those who are teaching a subject matter for which they have neither an academic major nor minor.

Murphy (1993) points out that all students deserve a free and appropriate education. Students need the very best education available, and it is up to the schools to help provide it no matter what the program. Every student should have an opportunity to enjoy good teaching that leads to lifelong learning. It was also pointed out that, students need hefty doses of the very best teaching. Plus, good schooling to make enjoyable, productive citizens.

Guindon (1992) argued that a successful ISS program must provide not only educational support but also counseling to improve a student's behavioral insight. ISS programs that fail or minimally successful programs often do not provide a counseling component.

Hochman and Worner (1987) found that group counseling can reduce truancy, increase attendance, raise grade point average, and improve student behavior. Their study discussed a counseling program entitled *Beat It*, which was designed to help reduce the rate of responsiveness to ISS. In this program students received counseling that

helped them to take responsibility for their actions and increased their self-esteem. Students who did not attend this program were eleven times more likely to be referred to the discipline office. Thirteen times more likely to return to ISS, and more likely to be suspended from school. Overall the attendance of the experimental group was significantly better and tardiness was less frequent. The grade point average of the experimental group stabilized whereas the control group's average declined. Teachers reported positive behavior changes in those who attended this program. Even Hochman and Worner pointed out that ISS alone does not improve self-concept and that a counseling program like *Beat It* needs to be part of an overall program if schools want to change the behavior of students.

Rudolph (1984) felt that the ISS program coordinator should meet monthly with former ISS students to monitor behavior progress, whereas Frazier (1990) advocated brief follow-up sessions with students who had been placed in ISS for nine or more days. Frazier also indicated that student behavior improved with weekly five-minute conferences that checked on behavior, grades, assignments, or problems students might be having.

## ISS Teacher Selection

Personnel selection for ISS programs should result from a careful interview process conducted by a special panel that includes persons experienced in working with troubled youth. Waters (1994) stressed the importance of staffing in-school suspension programs. He concluded that the quality, commitment, personality, and temperament of ISS staff are fundamental to its success.

Sullivan (1989) agreed the key operational component is the person assigned to monitor the program. No matter which ISS model is used, Sullivan declared, the choice of instructor is crucial and will make or break a program. Counseling skills are a must, as well as experience in social work and/or special education. Other desirable skills cited by Sullivan included strong classroom management skills, an interest in (and desire to work with) academically and behaviorally troubled students, and instructional skills in general academic areas. Other important skills were competence in communicating findings to parents, teachers, and counselors, a willingness to seek out a variety of appropriate resources, and how to act as a referral agent. The individual in charge must also be proficient in providing a positive atmosphere that is conducive to learning. Finally, one must be able to relate to pupils in an empathetic, respectful, and consistent manner.

Sheets (1996) describes supervising the ISS Program can be one of the most difficult and thankless tasks in the school. Supervisors are expected to successfully manage students who have already proven themselves difficult to manage. They are expected to enforce school rules with a group of students who have shown a propensity to violate those rules. Plus, supervisors are expected to work well with students who have probably not worked well with other staff members.

## Program Structure

The earliest reports of in-school alternative programs date to the late 1960s and early 1970s. Since then, a variety of ISS programs have been designed and implemented. The concept is now firmly established that ISS offers alternatives of potential benefit to the students for whom the programs were designed (Patton, 1990). Patton also stated

flexible ISS programs keep children in school, and help decrease the dropout rate. Administrators can account for a student's presence and actions because the student is in school, parents are involved, thus, adding an overall sense of optimism for improvement.

Sullivan (1989) recommends that the goal of ISS incorporate a developmental or rehabilitative focus. That it looks at misbehavior as a symptom of an underlying problem that must be identified and resolved.

Glasser reported (1998) that schools where his Quality School Program (a program containing activities that address student's psychological needs) has been implemented, student suspensions have been reduced and student achievement has been positively affected. Although, the report found many teachers still perceive OSS to be the most effective disciplinary strategy.

Short (1988) study refers to popular in-school suspension programs of the 1990s. The study implied that the programs tended to fall into three categories or models: Punitive, Therapeutic, and Academic.

According to Short (1988), the punitive model, may be the most used ISS program in today's schools. It is based on the belief that students misbehave because they want to cause trouble within the classroom, and that punishment will eliminate misbehavior. Some of the models unique characteristics are:

1. Students are referred for time period of two to ten days.
2. Rules are very restrictive with minimum movement and no talking.
3. Students spend their entire time completing assignments and doing punitive work, like cleaning specific areas of the school.

Next, the therapeutic model is used mostly by teachers. Students talk with teachers about the reasons they are in ISS. This model was designed to help students develop problem solving skills that ultimately lead to appropriate behavior changes. The belief behind this model is that students misbehave because of a particular problem. This model stresses an important step in controlling the misbehavior. Students are expected to accept responsibility, which usually happens after they have had time to reflect on the issues. Some of the unique characteristics include:

1. Improving students' self-image, communication, and problem solving skills, and understanding of the school environment.
2. Counseling techniques such as individual, group, and peer counseling, reality therapy, and outside referrals.
3. Staff development for teachers, parent training, and home and school survival training for students.
4. Identification and monitoring of student behavior control components during and after leaving the ISS program.

Last, the academic model, assumes discipline problems arise when students have learning difficulties. Difficulties that cause frustration, thus, behavior and academic growth can only occur with instruction in basic skills.

Short (1988) states the best characteristics of this model include:

1. The academic skills of the ISS student are measured, and learning difficulties are diagnosed and assessed for progress toward identified academic goals.

2. Individual instruction in basic skills is provided, with support resources available.
3. The ISS teacher is trained in diagnosing learning difficulties and instructing basic skills development.

Sanders (2001) study concluded that a poorly designed ISS program will tend to have the same academic and social effect on a student as OSS. Some characteristics of an ineffective program include: assignments not coming with students, under qualified teachers, little or no time spent on correcting the student's behavior, and the lack of follow-up that tends to allow students to fall back into old patterns. Consequently, misbehaviors persist, and quite often, students miss instruction just as if they had received an out-of-school suspension.

Short and Noblit (1985) contended that the key to a successful ISS program lies in its ability to provide students with two things: (a) positive educational experiences on a continuing basis, and (b) counseling to improve behavioral insights.

Wheelock (2005) analyzed school suspension programs in Massachusetts, and concluded that keeping students in school is better than excluding them. However, there is a need to ensure that in-school suspension programs are not just holding tanks. Wheelock recommended five questions to help administrators and teachers improve their school's program. These five questions were designed to probe teachers in getting information to assist in coping with students who repeatedly attended the program:

1. What are the school experiences of these students?
2. How many have been held back in their grade?

3. How many come from your school's low tracks?
4. From whose classes are these students being suspended?
5. What is the racial/ethnic background of these students?

## Academic Level of Students

Costenbader and Markson (1998) concludes there is a considerable amount of evidence suggesting that a history of suspension from school accelerates a child's progress along a pathway to delinquency and life-long failure. Suspension has been related to school failure, dropout, delinquency, and criminal behavior. Students who are suspended tend to receive lower grades, have learning or emotional disabilities, or have academic skill deficits. They also found a strong relationship between suspension and dropping out, with the strength of that relationship differing by school size. That is, schools with fewer than 500 students, had 16% - 20% of dropouts with at least one suspension. However, 46% - 50% of dropouts had been suspended one or more times in schools with a student population of 2,000 or more. In addition to the academic problems experienced by suspended students, is that they tend to lose support of peers, teachers, and support personnel. Thus, this increases their possibility of becoming poor achievers and high school dropouts.

Collins (1985) suggests ISS offer students benefits such as, completing academic assignments and encouragement in completing their high school education. The researcher believed if ISS programs increased the number of high school graduates, advantages to the public and students could include tax savings via less welfare assistance and more income taxes.

Mendez and Sanders (1981) found that ISS programs could be a viable, beneficial tool in the educational process if it gives equal attention to rehabilitation, order and control. If programs are considered as merely administrative conveniences and strictly disciplinary innovations, they will probably offer no educational benefits. Ultimately, this could have a negative effect in the areas they were designed to enhance.

The U.S. Department of Education (2000) states the academic component in ISS programs are extremely important. Being removed from the regular classroom also means being academically suspended from classroom instruction. Any type of suspension can in turn provide another life stress to students. When compounded with what is already occurring in their lives, suspension may predispose a person to even higher risks of behavioral problems. Suspension may exacerbate academic deterioration, and when students are provided with no immediate educational alternative, student alienation, delinquency, crime, and substance abuse may ensue.

Collins (1985) found that punishment, such as suspension, expulsion, and probation, keep students away from the learning environment but offers no corrective action. Typically, students who get suspended are usually weak academically, and by missing instruction they tend to fall further behind in their studies.

Silvey (1995) discovered that there were no significant differences in the academic achievement of students before and after serving ISS. This showed students who were low achievers fell even further behind than their peers who never attended ISS.

## Behavioral History of Students

Crawford (1996) found chronic misbehaving students and those that appear to be unresponsive to current discipline practices are in need of more specialized behavior support plans. These students experience school failure, practice oppositional and rule breaking behaviors. When they begin to display disruptive behaviors, and too often absent, they get behind on their schoolwork, get frustrated from the lack of understanding subject content, become more disruptive, and are soon given suspensions because of it. These issues only intensify the problem by kicking them out. Disruptive students display many characteristics, and normally blame their behaviors on anything and anyone but themselves.

McDowell (2001) found when successive suspensions occurred, students were not given opportunities to address their behaviors with anyone. Students were not expected to be introspective about their behavior and make any type of plans to avoid further suspensions. In order for schools' suspension rates to decrease, students need to be given opportunities to dialogue about both the choices and consequences made, and not about school rules.

Skiba and Peterson (1999) stated students who are suspended multiple times are three times more likely to drop out of school. The report shows suspension in most schools are *not* being reserved for extreme behavior problems that pose physical danger to others. Instead, they found teachers refer students to the office for minor offenses, such as disobedience, attendance problems, and classroom disruption which usually result in suspension.

In some schools Wheelock (2005) found ISS rooms can become a dumping ground for students referred by teachers who are unskilled in classroom management. Wheelock interviewed students who reported, "If a student gets ISS too many times, pretty soon they don't get out. Maybe they'll give you a little work to do, but they don't really care. Another student reported being required to complete pages of punishment papers, of multiplication tables, every time being assigned" (p. 4). Wheelock goes on to report that the practice promises to communicate only negative messages about learning.

Stage (1997) concluded ISS does not appear to reduce disruptive behavior, at least not in students with behavior disorders. Stage also found there were no apparent effects of the in-school suspension interventions on classroom disruptive behavior.

## Program's Adaptability for Special Needs Students

Yet the discipline of special education students has continued to create controversy. It has been suggested that certain special education provisions create a dual system that limits options for administrators with respect to school discipline.

Skiba (2002) states that the main objective in the IDEA regulations rely upon administrative rulings by both the Office of Civil Rights (OCR) and the Office of Special Education Programs to offer a set of guidelines that define change in placement for disciplinary removal as being more than 10 consecutive school days. Whenever that change-in-placement criterion is met, students with disabilities must be provided with services that enable them to meet the goals in their IEP's.

It is an important point, sometimes misunderstood, that prior to the criterion of change in placement being met, there are no special requirements governing the

discipline of special education students. For removals of less than 10 days that do not constitute a change in placement, special education students are treated no differently than other students, administrators are free to use any consequence that would be applied to all other students.

Schools are being held accountable for their subgroups, such as special ed., on standardized tests, and therefore major focus has been placed on whether those student's needs are being met while in a different setting. Emphasis is being placed on whose teaching these students and whether or not their IEP's are being followed when they are not with their assigned teacher (Skiba, 2002).

## Race and Gender of Students Assigned to Program

In-school suspension programs sometimes hide other problems. For example, just as black students are disproportionately represented in out-of-school suspensions, the same disproportions may be reflected in in-school suspensions. However, because such suspensions are not counted or analyzed, possible race discrimination may continue to go unaddressed or unnoticed.

Skiba, Peterson, and Williams (1997) research indicates that suspension is used disproportionately with students who are: (a) male, (b) from low socioeconomic families, (c) of a minority ethnic background, and (d) identified as having a disability or low academic competence.

The U.S. Department of Education Office for Civil Rights, OCR (1988) study suggested the rates of school suspension for black students exceeded those of white students on a variety of measures. The office also reported there were higher rates of

black students being suspended more than once. However, there were no racial differences found in the length of suspension administered.

Radin (1988) found that a great deal of urban schools have an overrepresentation of black children in suspensions. In one urban school, he found 16 out of 20 (80%) suspended students were black, and that the schools' population was only 52% black. This is a 28% overrepresentation of blacks suspended at this particular school. Radin states that the main reason for this suspension discrimination is often the mismatch between the middle-class expectations of the school and the cultural norms of subgroups of students.

There also appears to be evidence of overrepresentation of boys given suspension. Townsend (2000) found a great deal of studies presenting school disciplinary data by gender, boys are referred to the office and receive a range of disciplinary consequences at a significantly higher rate than girls.

Gregory (1996) found that black males were sixteen times as likely to be subjected to corporal punishment the white males.

## Summary

The review of literature suggests there is evidence to explore whether or not (a) ISS teachers have adequate training to assist students with changing their behavior, (b) the selection of ISS teachers are aligned with making sure a program has the necessary ingredients for success, (c) Successful ISS Programs have researched based characteristics, (d) ISS addresses all academic levels of students, (e) ISS is effective in changing undesirable behavior of students with a history of behavioral problems, (f) ISS

can cause student achievement to decrease and students behaviors to worsen, (g) special needs students are being serviced properly in ISS, and (h) there is an overrepresentation of certain races and genders in ISS.

Research shows that in-school suspension programs are a step in the right direction, in that their purpose is to keep students in school. However, in-school suspension programs, unmonitored and viewed only in terms of the narrow goal of keeping students in the school building, can create an illusion of progress where little exists.

Educational literature and research shows that, ISS programs while not the cure-all as originally promised by some ISS supporters still have great possibilities. In-school suspension has gained widespread use because it appears to be based on sound educational philosophy.

Across the country, ISS has become a standard for disciplinary action. Parental pressure, compliance with ADA regulations, and efforts to boost attendance data all contribute to an increase in discipline referrals to an in-school suspension setting rather than out-of-school suspension. Though most school administrators (even those recommending the action) will never admit that ISS is often a holding room for students that provide no academic purpose. As with many issues related to discipline, in-school suspension has somewhat become a nightmare for both teachers and school administrators. Research suggests there is a need to explore the behavioral outcomes of ISS, as determined by behavioral changes in students.

# CHAPTER III

# THEORETICAL FRAMEWORK

This study is undertaken to determine if the perceived factors: ISS teacher preparation, ISS teacher selection, program structure, academic level of students, behavioral history of students, program adaptability for special needs students and race and gender of students impact the behavioral outcomes of ISS in elementary schools as determined by behavioral changes in students.

The variables, except for the demographic ones, race and gender, are only measured through the perceptions of educators. The illustration in this chapter lists the variables of the study.

## Definition of Variables

*Dependent Variables*

*ISS Behavioral Outcomes* - refers to the actual behavioral changes, observed by educators, a student makes when he or she completes ISS. The ability to handle confrontation, resolve conflict, listen more, and remain task orientated once back in class as perceived by teachers. (Items 52 - 58)

*In-School Suspension (ISS)* – refers to the temporary exclusion of a student from class or classes due to an infraction of the school rules. The student remains in school in a designated room and does all assigned class work. A violation of ISS rules results in Out-of-School Suspension (OSS).

*Independent Variables*

*ISS Teacher Preparation* – refers to the knowledge and training gained before taking on the role of an ISS teacher. How one gets students to engage in on task behaviors, follow teacher directions, and partake in displaying better behavior upon returning back to class. The ISS teacher is defined as being trained in diagnosing and counseling students with behavioral issues and learning difficulties (Short, 1988). (Items 13 - 23)

*ISS Teacher Selection* – refers to the process used for selecting teachers to work in the ISS room. The process of whether a certified or classified staff member is assigned to the position. The need for a careful interview process conducted by a special panel that includes experienced personnel. (Items 24 - 28)

*Program Structure* - is defined as how an in-school suspension program is designed for the academic and behavioral success of students. The key to a successful ISS program lies in its ability to provide students with positive educational experience on a continuing basis, and adding counseling to improve behavioral insights (Short & Noblit, 1985). (Items 29 – 36)

*Academic Level of Students* – refers to the academic achievement levels of students serving ISS. Scores from the Criterion-Reference Competency Tests (CRCT), Iowa Basic Skills Test (ITBS), Dibels Assessments, Star Reading and Math Tests, and daily teacher assessments that help to rank achievement levels of students. (Items 37 - 41)

*Behavioral History of Students* – refers to students who are assigned to ISS and the number of incidents found on behavioral records. (Items 42 - 46)

*Program Adaptability for Special Needs Students* – refers to a program designed to assist special needs students with individual educational plans (IEP's) or behavioral plans (BIP's). (Items 47 - 51)

*Race of Students* - refers to a distinct population of students who are overrepresented in ISS programs. More of a certain race receiving ISS/unequal disciplinary actions for the same types of infractions as their counterparts.

*Gender of Students* – refers to a distinct population of students who are overrepresented in ISS programs. More of a certain gender receiving ISS/unequal disciplinary actions for the same types of infractions as their counterparts

In Figure 2, the theory is proposed that ISS teacher preparation, ISS teacher selection, program structure, academic level of students, behavioral history of students, program adaptability for special needs students, race of students, and gender of students may impact the behavioral outcomes of in-school suspension.

The reason for this relationship is based on the assumptions that continuous acts of in-school suspension decreases improvement in student's behavior. Student success is accomplished most effectively when inappropriate student behaviors are infrequent. Students who misbehave tend to perform poorly in school and be absent frequently from school. In addition, discipline at school is correlated with student absenteeism, suspension, and academic achievement.

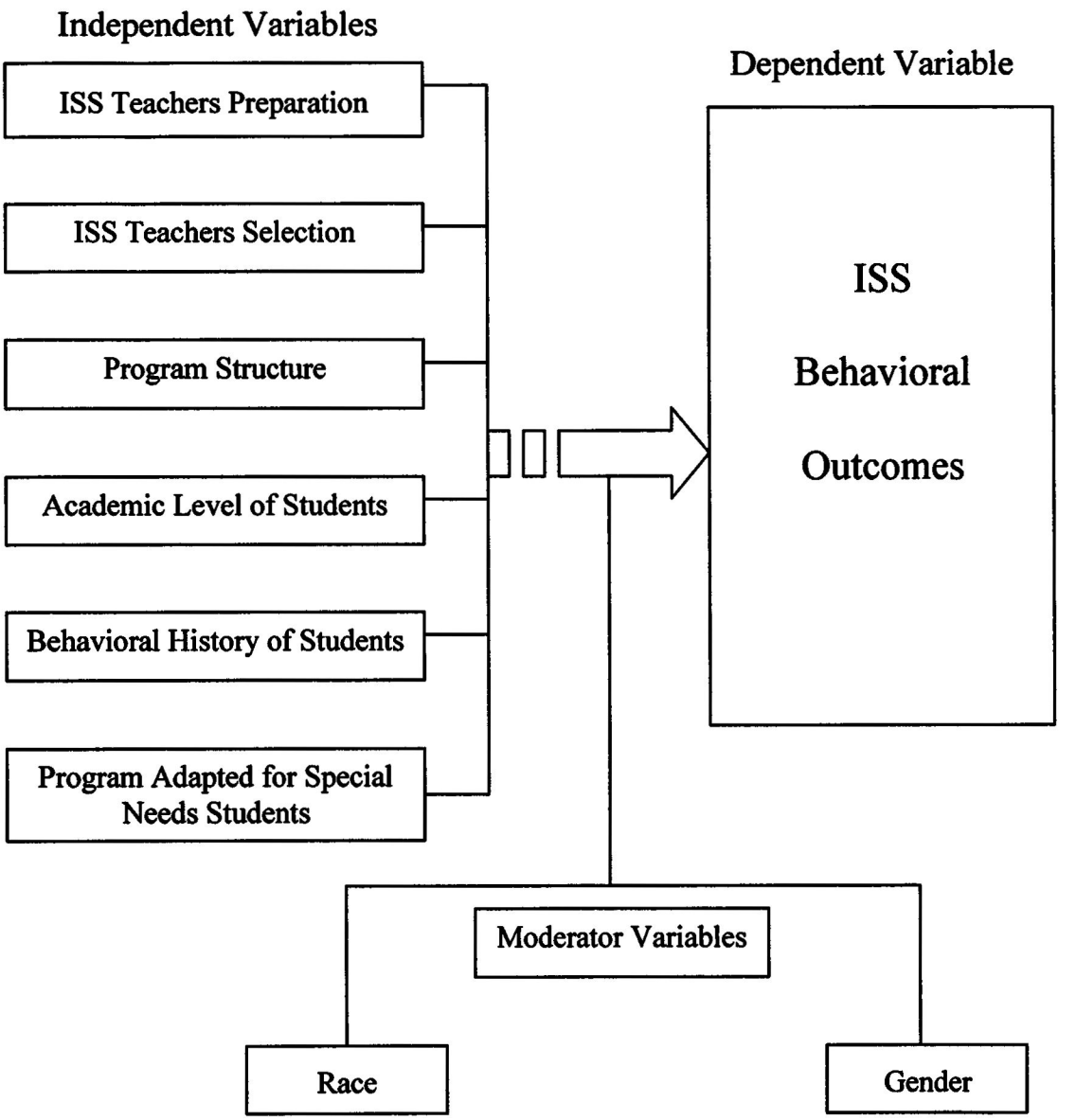


*Figure 2.* Relationship Between Variables

If administrators find that chronic discipline problems do not decrease after suspension, does the strategy address the behavior? Teachers must be more conscious of what does it mean to have good classroom management skills. The teacher will also have to know his or her subject matter in order to keep students highly engaged during instructional time while attending ISS. The No Child Left Behind Act [NCLB] (2000) requires educators to be highly qualified not only for instruction, but for behavior as well.

## Research Questions

$RQ_1$: Is there a perceived relationship between ISS teacher preparation and the behavioral outcomes of ISS?

$RQ_2$: Is there a perceived relationship between ISS teacher selection and the behavioral outcomes of ISS?

$RQ_3$: Is there a perceived relationship between program structure and the behavioral outcomes of ISS?

$RQ_4$: Is there a perceived relationship between the academic levels of students and the behavioral outcomes of ISS?

$RQ_5$: Is there a perceived relationship between the behavioral history of students and the behavioral outcomes of ISS?

$RQ_6$: Is there a perceived relationship between program adaptability for special needs students and the behavioral outcomes of ISS?

## Limitations of the Study

1. Findings from this study may not be generalized to any ISS program other than this particular district.
2. The district only allowed the survey to be distributed to 12 of their 35 elementary schools. Therefore, the study reflects a small sample.
3. ISS teacher respondents to the survey may have varying degrees of experience with classroom management. Consequently, their responses will be varied and impact the study.

## Summary

The theoretical framework focuses on the independent variables which include ISS teacher preparation, ISS teacher selection, program structure, academic level of students, behavioral history of students, program adaptability for special needs students, race and gender of students, and how they are related to the dependent variable. The assumption is these variables somehow impact the effectiveness of ISS. Definitions of variables are presented, and research questions are stated.

# CHAPTER IV

# METHODOLOGY

## Research Design

This chapter presents the specific steps that were used to collect and analyze the perceived factors impacting the effectiveness of ISS in elementary schools: as determined by behavioral changes in students. The steps include: a statement of the research design, setting of study, a description of the subjects, an explanation of the instrumentation, validity and reliability of the instrument, an explanation of the data collection procedures, and a timeline for completion of study. A quantitative, correlation design was used. The data was collected in questionnaire form to test the research questions as described earlier. The results were analyzed to explain the relationships among different variables as hypothesized. Results will provide insights for county level personnel, administrators and ISS teachers. They will also be made available to schools and can be used as a data resource for future planning.

## Setting for the Study

The study took place in a large metropolitan school district in the state of Georgia whose student population is 51,397. The system is the sixth-largest school district in the metro area. It has 35 elementary schools, 12 middle schools, and 8 high schools. The total enrollment at each level is elementary 24,670, middle 12,849, and high 13,878. The

selected schools used in the study were not random, but purposive and were selected in the following ways:

1. These schools serve more than 400 hundred students.
2. These schools were selected because they had the largest number of its student population attending ISS.
3. These schools had a large number of students assigned to ISS at least once, and not meeting standards on the CRCT.

The schools identified and used in the study were selected because they differ in their levels of family income, racial make-up of the student population, and school location.

## Working with Human Subjects

The results were reported as an aggregate; responses were reported but respondents remained anonymous.

## Description of Subjects

The sample for this study consisted of 12 elementary schools. The subjects in this study included 20 administrators and 10 teachers per 12 schools in grades K-5. Some schools had two administrators, and therefore, 20 administrators were surveyed. The survey was given to a total of 140 individuals. A stratified random sample of administrators and teachers was used, representing some teachers who are ISS instructors. The design allows for examining other possible relationships. Participation was on a voluntary basis and data was presented on all who chose to be participants.

## Description of the Instrument

The instrument used was an ISS Perception Survey (IPS). The survey consists of fifty-eight questions. The subjects rated their responses by choosing an answer based on the Likert-scale with Strongly Agree (SA) representing complete agreement and Strongly Disagree (SD) representing no agreement. All, Most, A Few, and None were also included as responses. The instrument includes questions regarding perceived factors that might impact the effectiveness of ISS programs in elementary schools. All respondents completed the demographic portion of the questionnaire. Administrators completed questions 13 – 28, and all respondents completed questions 29 - 58.

## Validity and Reliability of the Instrument

The ISS Perception Survey (IPS) was developed by the researcher in consultation with Dr. Melanie Carter and Dr. Trevor Turner, faculty in the Department of Educational Leadership (2005). The instrument was examined by two experts in the field of research. The instrument was field tested and reviewed by the Educational Leadership faculty for validity. However, the Likert-scale has been used in other studies as valid and reliable.

## Data Collection Procedures

The confidential survey was distributed to principals, assistant principals, ISS teachers, and classroom teachers within the district. Twelve schools were selected on the basis they shared similar characteristics. Principals from selected schools were sent letters requesting permission to allow their staff to complete the questionnaire. Principals were guaranteed that all results would be kept confidential. Surveys along with candy

were delivered to the various schools by the researcher. In addition, a thank you card was placed in the envelope to show guaranteed. Permission from the county office was obtained prior to distributing the survey. Once permission was granted surveys were distributed via mail, using self-addressed stamped envelopes for returning forms. The surveys were placed in a tyvek envelope, sealed and returned to the researcher.

## Administrative Procedures

Request to conduct educational research with employees for this particular system had to be made in writing and included the following information, then submitted in writing to the chief academic officer:

1. Nature and purpose of study
2. Population to be used in study
3. Timelines for study
4. Time and commitments required of target population
5. Obligations/ responsibilities of school(s) where search is conducted
6. Procedures for ensuring teacher confidentially/anonymity
7. Sample of instrument/questionnaire (survey) to be used in research
8. Benefits to instructional program of CCPS
9. How results of research would be used

Letters from researcher and university were submitted to the chief academic officer requesting permission to carry out the study (Appendix A). The academic chief office then required researcher to contact principals from the various schools to gain permission to distribute the surveys in their school (Appendix B). Once permission was

granted from each school, the chief academic officer sent an approval letter to schools (Appendix C) granting the permission at the county level to distribute survey(s).

## Statistical Application

For the purpose of statistical application, an item to total scale correction using the Pearson *r* Correlation method was conducted for each of the perceived variables. Correlations for each item were posted for the respective dimensions. Demographic data was tabulated, ranked, and organized. A frequency analysis and ANOVA test was also conducted to gather further results.

## Delimitations

Limitations to the study surround the honesty of the respondents. For various reasons, some educators may have chosen to respond inaccurately. The instrument only measured respondents' perceptions of ISS programs in elementary schools and student behavioral outcomes, but not the discipline practices used to assist in correcting negative behaviors. The sample size may also be a limitation, since 107 of the 140 respondents completed the survey. Had the number of people completing the instrument been higher, the results may have been different. Teacher surveys appeared to have inaccuracies when it came to giving percentages. It was discovered that 5% of teacher participants answered the survey questions designed for administrators. Placement of questions 13 - 28 on survey may have contributed to some discrepancies in data. The possibility of having two surveys could have yield less inaccuracies. The last part of the survey also had a defect, in that the participants were answering questions 52 through 58 based on a percent of, rather than *All, Most, A Few or None*.

## Summary

Chapter IV has included a description of the research design and procedures for this study. This chapter included a restatement of the problem, setting and sample of the study, working with human subjects, instrumentation, validity and reliability of instrument, data collection procedures, administrative procedures, statistical applications, and delimitations. Results obtained from the data were analyzed in Chapter V with a summary, conclusion, applications of findings, and recommendations for further study given in Chapter VI.

# CHAPTER V

# ANALYSIS OF THE DATA

The purpose of this study was to examine the perceived factors impacting the effectiveness of ISS in elementary schools: as determined by behavioral changes in students. The independent variables included ISS teacher preparation, ISS teacher selection, program structure, academic level of students, behavioral history of students, and program adaptability for special needs students. This chapter deals with the analysis and results of the data used for the study. The data for the perceived factors impacting the effectiveness of ISS in elementary schools as determined by behavioral changes in students will be analyzed using the following instruments: Pearson *r* Correlation, Frequency Analysis, and an ANOVA. The descriptive data on the respondents are presented in tables.

## Descriptive Data on Respondents

The first part of the questionnaire presents the demographic data about the respondents and establishes their status as administrators and teachers. Thereafter, data from each of the research questions are discussed. A total number of 107 (76.4%) respondents completed the questionnaire. Section I was only completed by administrators and Section II was completed by administrators and teachers. Data in the tables include race, gender, degree, certification, certificate, position held, students

attending their school, and ISS program. Data from a few respondents were missing for some questions in the study accounting for discrepancies in the total number of responses from one item or another.

When asked their race, more than half the respondents 69.2% (n = 74) were black, 29% (n = 31) were white, .9% (n = 1) Asian, and one respondent did not answer the question (Table 2).

Table 2

*Percentage of Respondents by Race*

| Race | Number | Percentage |
|---|---|---|
| White | 31 | 29.0% |
| Black | 74 | 69.2% |
| Hispanic | 0 | 0.0% |
| Asian | 1 | 0.9% |
| Other | 1 | 0.0% |
| Missing Data | 0 | 0.9% |
| Total | 107 | 100.0% |

When asked their gender, the greatest percentages of the total respondents were females 58.9% (n = 63), 22.4% (n = 24) were males, and 18.7% (n = 20) did not answer the question (Table 3).

Table 3

*Percentage of Respondents by Gender*

| Gender | Number | Percentage |
|---|---|---|
| Male | 24 | 22.4% |
| Female | 63 | 58.9% |
| Missing Data | 20 | 18.7% |
| Total | 107 | 100.0% |

When asked whether or not they were certified in all subjects, 66.4% (n = 71) respondents were fully certified, 32.7% (n = 35) were not, and one respondent did not answer the question (Table 4).

Table 4

*Percentages for "Are You Certified in All Core Subjects?"*

| Certified | Number | Percentage |
|---|---|---|
| Yes | 71 | 66.4% |
| No | 35 | 32.7% |
| Missing Data | 1 | 0.9% |
| Total | 107 | 100.0% |

When asked the type of certificate they currently held, 77.6% (n = 83) of respondents held clear renewable certificates, 13.1% (n = 14) held provisional certificates, 2.8% (n = 3) held conditional certificates, and 6.5% (n = 7) did not answer the question (Table 5).

Table 5

*Percentages by Type of Certificate Currently Held*

| Certification Type | Number | Percentage |
|---|---|---|
| Provisional | 14 | 13.1% |
| Conditional | 3 | 2.8% |
| Clear Renewable | 83 | 77.6% |
| Missing Data | 7 | 6.5% |
| Total | 107 | 100.0% |

Paraprofessionals serve as the ISS instructor/teacher. When respondents were asked what position they currently held, 69.2% (n = 74) stated they were teachers, 18.7% (n = 20) stated they were administrators (assistant principals only), 9.3% (n = 10) stated they were paraprofessionals, 2.8% (n = 3) did not respond to the question (Table 6).

Table 6

*Percentages for Current Position*

| Position | Number | Percentage |
|---|---|---|
| Paraprofessional | 10 | 9.3% |
| Teacher | 74 | 69.2% |
| Administrator | 20 | 18.7% |
| Missing Data | 3 | 2.8% |
| Total | 107 | 100.0% |

Respondents answered questions regarding whether they were actually serving as an ISS teachers at their current school, 4.7% (n=5) served as ISS teachers, 95.3% (n=102) did not serve in that capacity (Table 7).

Table 7

*Percentages for "Are You an ISS Teacher?"*

| ISS Teacher | Number | Percentage |
|---|---|---|
| Yes | 5 | 4.7% |
| No | 102 | 95.3% |
| Total | 107 | 100.0% |

When asked the type of degree they held, 39.3% (n = 42) of the respondents stated they held masters degrees, 34.6% (n = 37) held bachelor degrees, 16.8% (n = 18) held specialists degrees, 4.7% (n = 5) held doctoral degrees, 1.9% (n = 2) held associate degrees, and 2.8% (n = 3) did not answer the question (Table 8).

Table 8

*Percentages of Respondents by Degree Type*

| Degree Type | Number | Percentage |
|---|---|---|
| A.A. | 2 | 1.9% |
| B.A. | 37 | 34.6% |
| M.A. | 42 | 39.3% |
| Ed.S. | 18 | 16.8% |
| Ph.D. | 5 | 4.7% |
| Missing Data | 3 | 2.8% |
| Total | 107 | 100.0% |

When asked the percentage of students by gender at their schools, most respondents estimated there were 53.8% more boys than girls the previous year and 54.4% more boys than girls this school year (Table 9).

Table 9

*Percentage of Students by Gender at Your School for the Previous Year and Current Year*

| Gender | Previous Year Percentage | Current Year Percentage |
|---|---|---|
| Male | 53.8% | 54.4% |
| Female | 46.1% | 46.0% |

When asked the percentage of students by gender in ISS for the pervious year, most respondents estimated there were 65.9% more boys in ISS than girls (Table 10).

Table 10

*Percentage of Students by Gender that was In ISS the Previous Year*

| Gender | Percentage |
|---|---|
| Male | 65.6% |
| Female | 21.0% |

When asked the percentage of students by race in their schools, most estimated the student population consisted of 77.4% of black students, 8.4% of white students, 9.7% of Hispanic students, 5.9% of Asian students, and 2.7% other (Table 11).

Table 11

*Percentage of Students by Race at Our School*

| Race | Percentage |
|---|---|
| White | 8.4% |
| Black | 77.4% |
| Hispanic | 9.7% |
| Asian | 5.9% |
| Other | 2.7% |

When respondents had to answer the actual number of students by race place in ISS last year, ISS consisted of 78% of black students, 10.6% of white students, 9.6% of Hispanic students, 4.4% of Asian students, and 2.9% other (Table 12).

Table 12

*Percentage of Students by Race that was in ISS the Previous Year*

| Race | Percentage |
|---|---|
| White | 10.6% |
| Black | 78.0% |
| Hispanic | 9.6% |
| Asian | 4.4% |
| Other | 2.9% |

Following is the analysis for the research questions for the study investigating the perceived factors impacting the effectiveness of ISS in elementary schools as determined by behavioral changes in students.

$RQ_1$: Is there a perceived relationship between ISS teacher preparation and the behavioral outcomes of ISS students?

A Pearson *r* Correlation was used to determine if there is a relationship between ISS teacher preparation and the behavioral outcomes of ISS students. Between ISS teacher preparation and the behavioral outcomes the analysis yielded a Pearson *r* Correlation coefficient of ($r = 0.320$ and a sig. = 0.169). Therefore, there is a weak positive relationship between ISS teacher preparation and the behavioral outcomes of ISS students. The data for the Pearson *r* Correlation are presented in Table 13.

Table 13

*Pearson r Correlation Analysis Data for ISS Teacher Preparation*

| Variable | PRE | OUT |
|---|---|---|
| PRE | 1.000 | 0.320 |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

PRE = ISS Teacher Preparation

OUT = Behavioral Outcomes

$RQ_2$: Is there a perceived relationship between ISS teacher selection and the behavioral outcomes of ISS students?

A Pearson *r* Correlation was used to determine if there is a relationship between ISS teacher selection and the behavioral outcomes of ISS students. Between ISS teacher selection and the behavioral outcomes of ISS students the analysis yielded a Pearson *r* Correlation coefficient of ($r$ = -0.150 and a sig. = 0.528). Therefore, there is a weak negative relationship between ISS teacher selection and the behavioral outcomes of ISS students. The data for the Pearson *r* Correlation are presented in Table 14.

Table 14

*Pearson r Correlation Analysis Data for ISS Teacher Selection*

| Variable | SEL | OUT |
|---|---|---|
| SEL | 1.000 | -0.150 |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

SEL = ISS Teacher Selection

OUT = Behavioral Outcomes

$RQ_3$: Is there a perceived relationship between program structure and the behavioral outcomes of ISS students?

A Pearson *r* Correlation was used to determine if there is a relationship between program structure and the behavioral outcomes of ISS students. Between program structure and the behavioral outcomes of ISS students the analysis yielded a Pearson *r*

Correlation coefficient of ($r$ = -0.012 and a sig. = 0.904). Therefore, there is a very weak negative relationship between program structure and the behavioral outcomes of ISS students. The data for the Pearson $r$ Correlation are presented in Table 15.

Table 15

*Pearson r Correlation Analysis Data for Program Structure*

| Variable | PRO | OUT |
|---|---|---|
| PRO | 1.000 | -0.012 |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

PRO = Program Structure

OUT = Behavioral Outcomes

$RQ_4$: Is there a perceived relationship between the academic levels of students and the behavioral outcomes of ISS students?

A Pearson $r$ Correlation was used to determine if there is a relationship between the academic levels of students and the behavioral outcomes of ISS students. Between academic levels of students and the behavioral outcomes of ISS students the analysis yielded a Pearson $r$ Correlation coefficient of ($r$ = 0.234* and a sig. = 0.016). Therefore, there is a weak positive relationship between the academic levels of students and the behavioral outcomes of ISS students. The data for the Pearson $r$ Correlation are presented in Table 16.

Table 16

*Pearson r Correlation Analysis Data for Academic Level of Students*

| Variable | ACA | OUT |
|---|---|---|
| ACA | 1.000 | 0.234* |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

ACA = Academic Levels of Students

OUT = Behavioral Outcomes

$RQ_5$: Is there a perceived relationship between the behavioral history of students and the behavioral outcomes of ISS students?

A Pearson *r* Correlation was used to determine if there is a relationship between the behavioral history of students and the behavioral outcomes of ISS students. Between the behavioral history of students and the behavioral outcomes of ISS students the analysis yielded a Pearson *r* Correlation coefficient of ($r = 0.095$ and a sig. = 0.333). Therefore, there is a very weak positive relationship between the behavioral history of students and the behavioral outcomes of ISS students. The data for the Pearson *r* Correlation are presented in Table 17.

Table 17

*Pearson r Correlation Analysis Data for Behavioral History of Students*

| Variable | HIS | OUT |
|---|---|---|
| HIS | 1.000 | 0.095 |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

HIS = Behavioral History of Students

OUT = Behavioral Outcomes

$RQ_6$: Is there a perceived relationship between program adaptability for special needs students and the behavioral outcomes of ISS students?

A Pearson *r* Correlation was used to determine if there is a relationship between program adaptability for special needs students and the behavioral outcomes of ISS students. Between enrollment/registration and the achievement of students with disabilities in ISS the analysis yielded a Pearson *r* Correlation coefficient of ($r = 0.092$ and a sig. = 0.356). Therefore, there is a very weak positive relationship between program adaptability for special needs students and the behavioral outcomes of ISS students. The data for the Pearson *r* Correlation are presented in Table 18.

Table 18

*Pearson r Correlation Analysis Data for Program Adaptability for Special Needs Students*

| Variable | NED | OUT |
|---|---|---|
| NED | 1.000 | 0.092 |
| OUT | | 1.000 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

NED = Program Adaptability for Special Needs Students

OUT = Behavioral Outcomes

Following is the frequency data from the survey used to collect data for the study investigating the perceived factors impacting the effectiveness of ISS in elementary schools as determined by behavioral changes in students. Frequencies were run on each item on the survey using the SPSS program. Table 19 shows the percentage of responses in reference to each question.

In section A, administrators responses regarding ISS teacher preparation, showed approximately 65% to 70% strongly disagreed that ISS teachers in the county were: qualified, receiving specialized training in problem solving, anger management, conflict resolution, behavior modification, identifying "at-risk" students, training to become an ISS teacher, offered in-service/professional learning courses, and equipped to serve special needs students. A total of 90% agreed that ISS teachers do have at least two years of education. Also, a total of 80% disagreed that students are monitored once they leave ISS.

Table 19

*Administrator Questionnaire and Frequencies of Item Questions*

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| *A* | *Do you agree or disagree about each of the following items concerning the preparation of ISS Teachers* | | | | |
| 13. | ISS teachers are qualified to teach elementary school students. | 0.0 | 15.0 | 20.0 | 65.0 |
| 14. | ISS teachers have received specialized training in teaching problem solving skills to students. | 5.0 | 5.0 | 25.0 | 65.0 |
| 15. | ISS teachers have received specialized training in teaching anger management skills to students. | 5.0 | 5.0 | 20.0 | 70.0 |
| 16. | ISS teachers have received specialized training in teaching conflict resolution skills to students. | 5.0 | 5.0 | 20.0 | 70.0 |
| 17. | ISS teachers have received specialized training in behavior modification. | 5.0 | 0.0 | 35.0 | 60.0 |
| 18. | ISS teachers have received specialized training in recognizing students who are "at risk." | 0.0 | 0.0 | 35.0 | 65.0 |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 19. | Paraprofessionals have received adequate training to serve as ISS teachers. | 0.0 | 10.0 | 20.0 | 70.0 |
| 20. | Release time or other arrangements are made for personnel to attend in-service/professional learning as needed to provide appropriate educational services. | 0.0 | 20.0 | 20.0 | 60.0 |
| 21. | ISS teachers are equipped to work with students who have exceptionalities. | 0.0 | 5.0 | 35.0 | 60.0 |
| 22. | Paraprofessionals assigned as the ISS teacher have at least two years of college and education course(s). | 25.0 | 65.0 | 10.0 | 0.0 |
| 23. | Students are monitored to see if behavioral changes occurred after leaving the ISS program. | 0.0 | 20.0 | 35.0 | 45.0 |
| *B* | *Do you agree or disagree about each of the following items concerning the selection of ISS Teachers:* | | | | |
| 24. | Selection criteria for ISS teachers are appropriate. | 0.0 | 15.0 | 60.0 | 25.0 |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 25. | ISS teachers are selected based on their level of education. | 0.0 | 40.0 | 40.0 | 20.0 |
| 26. | The process for ISS teacher placement is clearly defined. | 0.0 | 10.0 | 50.0 | 40.0 |
| 27. | The ISS teacher is given a job description. | 0.0 | 10.0 | 45.0 | 45.0 |
| 28. | The ISS teachers in my school have less than 2 years of experience. | 0.0 | 10.0 | 65.0 | 5.0 |
| *C* | *Do you agree or disagree about each of the following items concerning the program structure of ISS:* | | | | |
| 29. | ISS teachers have the necessary textbooks and materials to teach the Georgia Professional Standards. | 4.8 | 23.1 | 52.9 | 19.2 |
| 30. | Students have a schedule to follow in the ISS room. | 16.0 | 52.8 | 24.5 | 6.6 |
| 31. | Students are taught conflict resolution and problems solving skills in ISS. | 4.8 | 39.4 | 43.3 | 12.5 |
| 32. | The ISS program has measurable goals and objectives. | 2.9 | 38.2 | 41.2 | 17.6 |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 33. | ISS evaluations standards are aligned with program goals and objectives. | 4.0 | 33.7 | 54.5 | 7.9 |
| 34. | Students receive assistance with core subject areas. | 9.4 | 61.3 | 26.4 | 2.8 |
| 35. | Teachers send enough work to keep students on track academically. | 9.4 | 61.3 | 17.9 | 11.3 |
| 36. | The program has a set of strategies to teach and enforce behavioral expectations with students. | 6.7 | 38.1 | 47.6 | 7.6 |
| *D* | *Do you agree or disagree about each of the following items concerning the academic levels of ISS students:* | | | | |
| 37. | Most students assigned to ISS are experiencing academic challenges. | 17.9 | 59.4 | 20.8 | 1.9 |
| 38. | Students who can work independently are often assigned ISS. | 1.9 | 18.9 | 59.4 | 19.8 |
| 39. | Students who have repeated a grade often receive ISS. | 4.8 | 42.9 | 44.8 | 7.6 |
| 40. | Most of the students who are assigned ISS have scored a 1 on the CRCT. | 2.9 | 46.7 | 42.9 | 7.6 |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 41. | Students who fail to complete assignments in class also fail to complete them in ISS. | 16.0 | 56.6 | 24.5 | 2.8 |
| *E* | *Do you Agree or Disagree about each of the following items concerning the behavioral history of ISS students*: | | | | |
| 42. | Usually students, who are assigned ISS once, often are assigned again. | 25.5 | 65.1 | 7.5 | 1.9 |
| 43. | Discipline records of those assigned ISS are usually extensive. | 22.9 | 61.9 | 14.3 | 1.0 |
| 44. | Student behavior does not improve after being assigned ISS. | 15.1 | 58.5 | 25.5 | 0.9 |
| 45. | Most students assigned ISS have discipline problems that need some sort of counseling. | 11.4 | 64.8 | 23.8 | 0.0 |
| 46. | Students who are assigned ISS usually are in the SST process. | 9.6 | 68.3 | 22.1 | 0.0 |
| *F* | *Do you Agree or Disagree about each of the following items concerning whether the ISS program is adaptable for Special Needs Students* | | | | |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 47. | Special Ed. students are receiving all services identified in their IEP's while in ISS. | 4.9 | 45.1 | 38.2 | 11.8 |
| 48. | The instructional day for students with IEP's is of appropriate length. | 3.9 | 65.7 | 25.5 | 4.9 |
| 49. | There is a system in place for tracking a special needs student's number of ISS days. | 21.4 | 67.0 | 9.7 | 1.9 |
| 50. | Students with Emotional Behavior Disabilities (EBD) are over-referred to ISS. | 4.0 | 35.6 | 56.4 | 4.0 |
| 51. | ISS teachers are equipped to handle the behaviors of an EBD student. | 5.8 | 32.7 | 41.3 | 20.2 |
| *G* | *How often are the following behavioral outcomes displayed?* | | | | |
| 52. | After serving ISS, students display disruptive behaviors and rebellious attitudes towards authority figures. | 5.7 | 67.9 | 24.5 | 1.9 |
| 53. | After serving ISS, students take responsibility for their own actions. | 1.9 | 73.6 | 24.5 | 0.0 |
| 54. | After serving ISS, students exhibit off-task behaviors. | 6.6 | 59.4 | 34.0 | 0.0 |

Table 19 (continued)

| | | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 55. | After serving ISS, students demonstrate self-control. | 11.3 | 67.9 | 20.8 | 0.0 |
| 56. | After serving ISS, students respond appropriately to redirection. | 2.8 | 71.7 | 24.5 | 0.9 |
| 57. | After serving ISS, students become physically aggressive with peers. | 33.0 | 60.4 | 5.7 | 0.9 |
| 58. | After serving ISS, students have difficulty working effectively in a group. | 22.6 | 62.3 | 13.2 | 1.9 |

In section B, administrators responses regarding ISS teacher selection, showed 85% disagreed the selection of ISS were appropriate, 60% disagreed ISS teachers are selected based on educational level, 90% disagreed that there is a clearly defined process, 90% disagreed ISS teachers are provided a job description, and 70% disagreed ISS teachers (paraprofessionals) have less than two years experience.

In section C, administrators and teachers responses regarding the program structure of ISS, showed 72.1% disagreed ISS rooms have the necessary materials, 68.8% agreed the rooms have a planned schedule to follow, 55.8% disagree that students are being taught conflict resolution and problem solving skills while in ISS, 58.8% disagreed there aren't measurable goals/objectives, 62.4% disagreed ISS standards are aligned with programs goals/objectives, 70.7% agreed students receive assistance with core subjects,

again 70.7% agreed enough work is sent with student to ISS, 55.2% disagreed there were strategies in place to teach and enforce behavioral expectations to ISS students.

In section D, administrators and teachers responses regarding the academic levels of ISS students, showed 77% agreed that most ISS students experience academic challenges, 79.2% disagreed ISS students know how to independently while there, 52.4% disagreed students assigned ISS have repeated a grade, 50.5% disagreed students assigned ISS score a 1 on the CRCT, and 72.6% agreed that students who fail to complete classroom assignments usually fail to complete them in ISS.

In section E, administrators and teachers responses regarding the behavioral history of ISS students, showed all respondents agreed students assigned ISS are repeat offenders, have extensive discipline records, poor behavior does not improve once they leave, need some sort of counseling, and are usually in the SST process.

In section F, administrators and teachers responses regarding the ISS program adaptability for special needs students, showed half the respondents disagreed students receive identified services on their IEP's while ISS, over 60% to 88% agreed the instructional day is appropriate, and there is a tracking system for keeping up with students' number of ISS days. However, 60% disagreed that EBD students are over-referred to ISS, but 61.5% of the ISS teachers aren't equipped to handle them either.

In section G, administrators and teachers responses regarding the behavioral changes in ISS students, showed over 60% of the participants responded that a few of the students display the following behaviors after serving ISS: disruptive behaviors and rebellious attitudes towards authority figures, take responsibility for their actions, exhibit

off-task behaviors, demonstrate self-control, responded appropriately to redirection, and become physically aggressive towards peers.

Following is the ANOVA analysis from the survey used to collect data for the study investigating the perceived factors impacting the effectiveness of ISS in elementary schools, as determined by behavioral changes in students. The SPSS software program was used to run the ANOVA data. Tables 20 and 21 display descriptive statistics and the ANOVA tests of between-subjects effects.

Table 20

*Descriptive Statistics*

| | Mean | Std. Deviation | N |
|---|---|---|---|
| Outcomes | 2.1065 | .27181 | 106 |
| Preparation | 1.6455 | .55093 | 20 |
| Selection | 1.9600 | .37613 | 20 |
| Structure | 2.4351 | .56910 | 106 |
| Academic | 2.5340 | .44140 | 106 |
| Behavior | 2.9453 | .44210 | 106 |
| Special Needs | 2.5029 | .45835 | 105 |

Table 21

*ANOVA Data*

| | | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| Preparation | Between Groups | 1.889 | 5 | .378 | 1.364 | .296 |
| | Within Groups | 3.878 | 14 | .277 | | |
| | Total | 5.767 | 19 | | | |
| Selection | Between Groups | 1.132 | 5 | .226 | 2.036 | .135 |
| | Within Groups | 1.556 | 14 | .111 | | |
| | Total | 2.688 | 19 | | | |
| Structure | Between Groups | 3.522 | 10 | .352 | 1.110 | .363 |
| | Within Groups | 29.815 | 94 | .317 | | |
| | Total | 33.337 | 104 | | | |
| Academic | Between Groups | 3.213 | 10 | .321 | 1.774 | .076 |
| | Within Groups | 17.026 | 94 | .181 | | |
| | Total | 20.238 | 104 | | | |
| Behavior | Between Groups | 1.309 | 10 | .131 | .643 | .774 |
| | Within Groups | 19.148 | 94 | .204 | | |
| | Total | 20.457 | 104 | | | |
| Special Needs | Between Groups | 3.955 | 10 | .396 | 2.066 | .035 |
| | Within Groups | 17.805 | 93 | .191 | | |
| | Total | 21.760 | 103 | | | |

If the sig. value is less than or equal to .05, then the null hypothesis is rejected.

If the sig. value is greater than .05, then the null hypothesis is accepted.

*Research Questions Answered Using the Descriptive Statistics and ANOVA Test*

*Research Question 1*: There is no statistically significant interaction between ISS teacher preparation and behavioral outcomes. ISS teacher preparation (mean = 1.6455) did not score significantly higher than behavioral outcomes (mean = 2.1065), F = 1.364, p = .296 (p > .05).

*Research Question 2*: There is no statistically significant interaction between ISS teacher selection and behavioral outcomes. ISS teacher selection (mean = 1.9600) did not score significantly higher than behavioral outcomes (mean = 2.1065), F = 2.036, p = .135 (p > .05).

*Research Question 3*: There is no statistically significant interaction between program structure and behavioral outcomes. However, program structure (mean = 2.4351) scored higher than behavioral outcomes (mean = 2.1065), F = 1.110, p = .363 (p > .05).

*Research Question 4*: There is no statistically significant interaction between academic levels of ISS students and their behavioral outcomes. However, academic levels of students (mean = 2.5340) scored higher than behavioral outcomes (mean = 2.1065), F = 1.774, p = .076 (p >.05).

*Research Question 5*: There is no statistically significant interaction between the behavior histories of students assigned to ISS and behavioral outcomes. However, academic levels of students (mean = 2.9453) scored higher than behavioral outcomes (mean = 2.1065), F = .643, p = .774 (p > .05).

*Research Question 6*: There is a statistically significant interaction (but not enough to make a difference) between program adaptability for special needs students and behavioral outcomes. However, program adaptability for special needs students (mean = 2.5029) scored higher than behavioral outcomes (mean = 2.1065), $F = 2.066$, $p = .035$ ($p > .05$).

## Summary

In this chapter the demographic data for the survey population, the results of the Pearson *r* Correlation, the frequency data for the survey questions, and an ANOVA test. The tables displayed the statistical relationship and level of significance for the study investigating the relationship between the perceived factors impacting the effectiveness of ISS students in elementary schools: as determined by behavioral changes in the students. In chapter six, the research findings, conclusions, implications, and recommendations will be presented.

# CHAPTER VI

# FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This study investigated the perceived factors impacting the effectiveness of ISS programs in elementary schools: as determined by behavioral changes in students. To determine relationships from the Pearson *r* Correlation, the Frequency Analysis, and the ANOVA tests, six research questions were used to guide the flow of the study. After reviewing the results of the study some recommendations for having an effective ISS programs at the elementary level are documented.

## Findings

*Research Question 1*

There was no statistically significant correlation between ISS teacher preparation and the behavioral outcomes of ISS students (see Table 13). There is a weak positive relationship between ISS teacher preparation and the behavioral outcomes of ISS students. The analysis yielded a Pearson *r* Correlation coefficient of r = 0.320 and a sig. = 0.169. Therefore, the correlation between the two variables ISS teacher preparation and behavioral outcomes of ISS students was not significant at the .05 level. The descriptive statistics and the ANOVA test yielded the same findings.

Descriptive findings in data based upon items 13 – 23 revealed that administrators felt 60% to 70% of ISS teachers in the district do not have sufficient training in the areas

of problem solving, anger management, conflict resolution, behavior modification, and identifying at-risk students. While they did feel most ISS teachers had some college education, they rarely participated or attended workshops, in-services and/or professional learning courses. 80% of these respondents also felt students were rarely monitored once they left the program.

*Research Question 2*

There was no statistically significant correlation between ISS teacher selection and the behavioral outcomes of ISS students (see Table 14). There is a weak negative relationship between ISS teacher selection and the behavioral outcomes of ISS students. The analysis yield a Pearson *r* Correlation coefficient of r = 0.150 and a sig. = 0.528. Therefore, the correlation between the two variables ISS teacher selection and behavioral outcomes of ISS students was not significant at the .05 level. The descriptive statistics and the ANOVA test yielded the same findings.

Descriptive findings in data based upon items 24 – 28 revealed that the process for selecting teachers for the elementary ISS programs are inappropriate and the job description is not clearly defined.

*Research Question 3*

There was no statistically significant correlation between program structure and the behavioral outcomes of ISS students (see Table 15). There is a very weak negative relationship between program structure and the behavioral outcomes of ISS students. The analysis yield a Pearson *r* Correlation coefficient of r = 0.012 and a sig. = 0.904.

Therefore, the correlation between the two variables, program structure and behavioral outcomes of ISS students, was not significant at the .05 level. The descriptive statistics and the ANOVA test yielded the same findings.

Descriptive findings in data based upon items 29 - 36 revealed that the elementary ISS program is in need of some program structure in the areas of having: (a) measurable goals and objectives; (b) textbooks and materials; (c) students remain on track academically; (d) students learn conflict resolution and problem skills; (e) enough work for students to complete; and (f) a set of strategies for teaching and enforcing behavioral expectations.

*Research Question 4*

There was a statistically significant correlation between the academic levels of students and the behavioral outcomes of ISS students (see Table 16). There is a weak positive relationship between the academic levels of students and the behavioral outcomes of ISS students. The analysis yield a Pearson *r* Correlation coefficient of r = 0.234 and a sig. = 0.016. Therefore, the correlation between the two variables the academic levels of students and behavioral outcomes of ISS students had a weak significance at the .05 level. However, the descriptive statistics and the ANOVA test yield a different finding. Respondents believed that there is a relationship between the academic levels of ISS students and their behavioral outcomes.

Descriptive findings in data based upon items 37 – 41 revealed that students who attend the program are academically challenged, cannot work alone, have repeated at

least one grade, are low scorers on standardized test, and often fail to complete assignments while serving ISS.

*Research Question 5*

There was no statistically significant correlation between the behavioral history of students and the behavioral outcomes of ISS students (see Table 17). There is a very weak positive relationship between program structure and the behavioral outcomes of ISS students. The analysis yield a Pearson *r* Correlation coefficient of r = 0.095 and a sig. = 0.333. Therefore, the correlation between the two variables program structure and behavioral outcomes of ISS students was not significant at the .05 level. The descriptive statistics and the ANOVA test yielded the same findings.

Descriptive findings in data based upon items 42 – 46 revealed that most student behavioral histories consisted of: extensive discipline records, discipline problems that need counseling, behaviors that do not change after attending ISS, continuous assignment to the program, and having SST folders.

*Research Question 6*

There was no statistically significant correlation between the program adaptability for special needs students and the behavioral outcomes of ISS students (see Table 18). There is a very weak positive relationship between the program adaptability for special needs students and the behavioral outcomes of ISS students. The analysis yield a Pearson *r* Correlation coefficient of r = 0.092 and a sig. = 0.356. Therefore, the correlation between the two variables the program adaptability for special needs students and

behavioral outcomes of ISS students was not significant at the .05 level. However, the descriptive statistics and the ANOVA test yielded a different finding. Respondents believed that there is a relationship between program adaptability for special needs students and behavioral outcomes.

Descriptive findings in data based upon items 47 – 51 revealed that special needs students are not receiving services identified in their IEP's and that teachers are not equipped to handle them.

Descriptive findings in data based upon items 52 – 58 revealed that students display the following behaviors after serving ISS: disruptive and rebellious behaviors, not taking responsibility for actions, demonstrate of-task behaviors, have no self-control, does not respond appropriately to redirection, and becomes physically aggressively when dealing with peers.

*Summary*

Summarized findings are based upon the Pearson *r* and the ANOVA test (see Table 22).

Table 22

*Summary of Pearson r and ANOVA Tests*

| | Pearson *r* Correlation (-) | | | ANOVA (+) | | |
|---|---|---|---|---|---|---|
| 1 | No | 0.169 | P > .05 | Yes | .296 | P > .05 |
| 2 | No | 0.528 | P > .05 | Yes | .135 | P > .05 |
| 3 | No | 0.904 | P > .05 | Yes | .363 | P > .05 |

Table 22 (continued)

| | Pearson *r* Correlation (-) | | | ANOVA (+) | | |
|---|---|---|---|---|---|---|
| 4 | Yes | 0.016** | P > .05 | Yes | .076 | P > .05 |
| 5 | No | 0.333 | P > .05 | Yes | .774 | P > .05 |
| 6 | No | 0.356 | P > .05 | Yes | .035 | P > .05 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Some variable that were not considered when data were analyzed were the race and gender of students assigned ISS. As with any self-reporting instrument, validity and reliability of the findings depends on respondent's honesty and understanding of the surveys content.

## Conclusions

Based on the analysis of the findings from the study, there was only one statistically significant correlation out of six of the variables. However, there appears to be a practical significance, in that, the results can be viewed as having importance for practical significance. The results can be important to education and the day-to-day operations of ISS programs at the elementary level. From a practical stand point, there appears to be a need for the following items: training ISS teachers, a standard process for selection ISS teachers/instructors, a structurally sound program with various components, a tracking system to make sure students assigned ISS do not fail academically in class and on standardized tests, a need for some sort of counseling to give students strategies to reduce disruptive behaviors that keep landing them in ISS, and a need to equip teachers

on how to handle special needs students so they will not take actions or procedures that violate these students' rights. The following conclusions emerged as a result of this study:

1. There was no statistically significant correlation with the two variables. However, 65% to 70% of the respondents disagreed that ISS teachers are fully prepared to take on an in-school suspension classroom. They had not attended a formal training regarding ISS programs. 80% also felt students are not monitored once they leave ISS.
2. There was no statistically significant correlation with the two variables. However, 85% to 90% of respondents disagreed on how ISS teachers are selected, and there was no job description given to ISS teachers upon them starting; 70% agreed all had two or more years of experience.
3. There was no statistically significant correlation with the two variables. However, 70% of those surveyed disagreed that the program has the necessary materials and a planned schedule to follow. Over half felt there were no conflict resolution and problem solving skills being taught. Plus, that goals and objects were not aligned because there weren't any; 70% did feel students were receiving assistance with their work (how much is unknown); 55% also disagreed that behavioral expectations are being taught and enforced.
4. There was a statistically significant correlation with the two variables. However, 77% to 79% agreed most students who attend ISS are academically

challenged and unable to complete assignments independently. A high number of respondents felt most students assigned ISS have repeated a grade and do not meet standards on the CRCT.

5. There was no statistically significant correlation with the two variables. However, all respondents agreed students assigned ISS are generally repeaters of the program, have extensive discipline files, show chronic discipline behaviors, need some sort of continuing counseling, and are usually in the SST process.
6. There was no statistically significant correlation with the two variables. However, half the respondents disagree that special need students receive the proper services identified in their IEP's, while serving ISS. They did feel the instructional day was adequate, and they were able to track how many times each student attended the program. Though they disagreed EBD students were over referred they did, however, disagree that the ISS teachers were equipped to handle them.

*Summary*

Research implies from a practical significance, that in-school suspension may slightly improve student behavior, but it does not drastically change their behavior. The majority of the respondents were concerned about the lack of preparation ISS teachers receive and how this can be detrimental when addressing the educational and behavioral needs of students. Some respondents even wrote comments about how this lack can leave some students with gaps in their educational knowledge and behavior. Another

concern was how ISS teachers do not give students direct classroom instruction or engage them in informative class discussions and other projects. However, all were interested in knowing the results of this study. This suggests that there is a strong need for compassionate consultation and emphasis on the affects of ISS and on student behavioral changes on the part of elementary school officials.

## Implications

This study has implications for districts wishing to implement ISS programs at the elementary level. ISS programs offer schools the opportunity to fulfill their legal responsibility to provide equal access to education for all students.

Defining a programs goals and objectives is one of the first and most important aspects of implementing an effective ISS classroom. The staff should be carefully selected and committed individuals who have training in such areas as behavior management, counseling "at-risk" students, classes specifically addressing discipline of students served in special education programs. Selected staff should also have certification in all core subjects in order to assist those assigned ISS. However, training should be an ongoing aspect of the program.

The complex causes of disruptive behavior imply a need to recognize and encourage a variety of approaches to change a students' behavior before exiting in-school suspension. One particular approach may be striking in theory but should not be expected to meet all needs for disciplinary problems. Each school system should have a universal process for ensuring that their ISS programs are successful; however, each ISS program should be customized to the school setting in which it is to be implemented

(Sullivan, 1989). Successful ISS programs should share a common philosophy such as clear and precise guidelines of polices and procedures, on going evaluation of the program, a counseling component, and qualified and effective staffing (Waters, 1994). Due to the vulnerability of ISS programs, they are usually short-lived unless they are valued as part of the effort to assist students. When a full-time paraprofessional is the instructor of the ISS room and is not qualified to answer substantive questions it can be damaging. When exams come around, students in ISS have to take the same tests as their classmates. All students will be held to the same standard, and be expected to do just as well as their counterparts who were not in ISS. Justifiably, the passing rate of students in ISS is much lower than that of their classmates.

It is understood that most students who receive ISS as a form of discipline, are typically rebellious children who defy authority on a minor level. These are frequently the students who defy authority, constantly disrupt the class, and who choose to not follow procedures. For teachers to maintain authority in their rooms, these students must be removed from the class. In some cases the punishment corrects the misbehavior, but in for others ISS becomes a regular part of their school days. The removal of distraction from the class helps create an environment conducive to learning. Misbehaving students deserve discipline, but when this sanction is imposed too often, students suffer the same learning handicap as students who are out sick for long periods of time or just plain out.

The notation is that students in ISS are receiving the same education as their counterparts. In practice these students are only receiving the measly portion of an equal education. When this occurs their right to an equal education has been impacted.

Schools that affirmatively and perpetually sentence students to ISS without meaningful classroom instruction violate those students' state guaranteed rights to education (refer to Appendix D - Georgia Discipline and Due Process Statues for In-School Suspension).

Hadd (1980) stated that for any in-school suspension program to be effective, it must have the support and understanding of all school personnel. Staffing of any ISS program is imperative. According to Waters (1994) the quality commitment, personality, and temperament of the instructor can make or break the program. It behooves all schools participating in this study to do their very best to reduce the number of in-school suspensions, if they want all students to perform well on standardized tests and be taught daily by a highly qualified individual. As Sullivan (1989) pointed out, an important key to a successful ISS program is to employ a full-time teacher with counseling skills who can provide constancy to students referred.

Dave Sanders (2001) recommends ISS programs include *The Eight Essential Components of a Successful In-School Suspension Program*:

1. A clear statement of purpose.
2. Written procedures that detail how students are referred to the program and who has responsibility for determining if in-school suspension is the appropriate course of action.
3. A clear set of expectations for students who are assigned to the program.
4. An academic component that enables students to keep up with their class work.

5. A requirement that teachers provide daily assignments to students who are in the program.
6. Provisions for engaging parents in the process.
7. A strong counseling component.
8. Provisions for monitoring student progress after returning to the regular classroom.
9. It is recommended that this study be replicated with other population samples to increase the reliability and validity of the study.

Conclusions drawn from this may lead to customizing the ISS program to better meet the needs of students.

## Recommendations

### *Recommendations for the Improvement of the Program*

The following recommendations are made based on the analyses conducted of the survey/testing:

### *Recommendation for Research Question 1*

Further research is needed in the area of ISS teacher preparation and behavioral outcomes.

Based on the descriptive data, the district could strengthen their elementary ISS programs by allowing ISS teachers/instructors to attend workshops, in-services and/or professional learning courses on a regular basis. Professional learning courses that consist of problem solving, anger management, conflict resolution, behavior modification skills, and identifying at-risk students would help to offer support for ISS teachers.

The district could also benefit from a well know trainer named, Dr. Jordan Reeves Walker, who is a National Trainer for Resources for Professionals in behavior management techniques. Her strategies are based on the De-Escalation Model developed by Dr. Terry Alderman. Her audiences include educators in all areas including classroom teachers, administrators, parents, in-school suspension coordinators, bus drivers, substitute teachers and paraprofessionals. She also trains leaders in the corporate world in matters of people management, team building and parenting issues.

*Recommendations for Future Study*: It would be interesting to find out how at-risk students perform on standardized tests, after spending time with ISS teachers who have not been formally trained to assist pupils with academics and behavioral skills.

*Recommendation for Research Question 2*

Further research needs to be conducted in the area of ISS teacher selection and behavioral outcomes.

Based on the descriptive data, the district should have a criterion for selecting ISS teachers. Staff with fulltime teaching/or counseling certification is a necessity. A rubric needs to be developed to evaluate ISS teachers. They must be held accountable by being prepared, involved, keeping accurate records, and documenting.

*Recommendations for Future Study*: A quantitative study involving interviews and observations would be helpful in analyzing data regarding administrator's perceptions on how ISS teachers are selected in the district.

*Recommendation for Research Question 3*

Further research is needed in the area of program structure and behavioral outcomes.

Based on the descriptive data, more specific rules, policies, and procedures need to be developed to assist with improving the elementary ISS program. Other suggestions that need to be included:

- Providing adequate resources and funding, such as, instructional materials is a necessity.
- Continuous program monitoring by the ISS teacher, counselor, and social worker is essential.
- Students being referred for more serious, not minor, infractions.
- Having a supportive principal/assistant principal.
- Academic work that is constantly provided for continuity of learning.
- Include and involve parents immediately.

*Recommendations for Future Study*: Investigate ISS programs around the country that use similar goals and objects, and have been proven to be successful in changing student behavior.

*Recommendation for Research Question 4*

It may prove beneficial and advantageous to research professional literature to ascertain what motivates and academically sound student to return to the regular classroom without any more reoccurrences to the ISS room. The researcher suggests that

the ISS teacher be responsible for grading assignments that are completed while in the ISS room.

Through group counseling sessions the following objectives could be achieved:

- Improved self-esteem and self-worth
- Improved completion of homework/class work
- Improved academics

ISS students who are academically at-risk should be assigned a mentor or peer tutor. Administrators could identify teachers who would be willing to volunteer during their planning time to assist ISS students with their academic assignments.

*Recommendation for Research Question 5*

Further research needs to be conducted in the area of behavioral history of ISS students and behavioral outcomes.

Based on the descriptive data, the district should not expect student behavior to improvement unless behavioral things are addressed in the program. Behavioral things that need to be addressed include:

- Why a consistent referral process is not in place for student demographics, length of stay, and infraction.
- Why consistent counseling that emphasizes problem solving is not in place.
- Why evaluation components are not used to measure and analyze program benefits (behavioral, changes, reduction in referrals and suspension) through accurate record keeping. A committee could be formed to review the data and makes recommendations for program improvement.

- Why the referral process is not consistently monitored. (Crucial Need)

*Recommendations for Future Study*: By encouraging reasonability in at-risk students, educators could begin to help them make alternative choices concerning their behavior. It would be helpful to know what age group students begin to exhibit disruptive behavior in elementary school. This type of study could be conducted as a longitudinal study or a one time survey of students both at different grade levels both within the same school and between schools. This type of study could be combined with a factor analysis to determine if specific areas change as the student grows older.

*Recommendation for Research Question 6*

- ISS teacher should receive formal training concerning techniques to assist special needs students.
- ISS teachers should receive a modification sheet for every special needs student who is assigned ISS.
- The EBD teacher should work closely with the ISS teacher in meeting the needs of special education students who are sent to ISS.

# APPENDIX A

## Letters Requesting Permission to Conduct Research

CLARK ATLANTA UNIVERSITY

Department of
Educational Leadership

January 17, 2006

Sharon Halton
Clayton County Public Schools
1058 Fifth Avenue
Jonesboro, GA 30236

Dear Ms. Halton:

Sharon Canty-Jones, a doctoral candidate in our department is seeking permission to conduct research in your district. Ms. Jones has successfully defended her dissertation proposal and would like to distribute her survey to willing participants in your district. The title of Ms. Jones's dissertation is: *Perceived Factors Impacting the Effectiveness of ISS Programs in Elementary Schools: As determined by Behavioral Changes in Students.* We believe that this study has the potential to be a significant contribution to educational leadership scholarship and positively impact the world of school practice.

I appreciate your consideration of this request. Ms. Jones's proposal is attached for your review. Please feel free to contact me at 404-880-8503 or mcarter@cau.edu if you have additional questions.

Sincerely,

Melanie Carter, Ph.D.
Chair,
Educational Leadership

MC/bc

223 JAMES P. BRAWLEY DRIVE, S.W. • ATLANTA, GEORGIA 30314-4391 • (404) 880-8000

*Formed in 1988 by the consolidation of Atlanta University, 1865, and Clark College, 1869*

Appendix A (continued)

Sharon Canty-Jones
ahsjones@bellsouth.net
Phone: (770) 316- 5526
**Fax: (678) 817- 4774**

January 5, 2006

Public Schools
Sharon Contreras Halton
1058 Fifth Avenue
Jonesboro, GA 30236
Fax: 678-817-3062

Dear _____:

I am completing my dissertation at Clark Atlanta University entitled "Perceived Factors Impacting the Effectiveness of ISS Programs in Elementary Schools: As determined by behavioral changes in students." The purpose of this study is to examine whether the following factors disrupt the academic process and positive behavior of students placed in in-school suspension. These factors include: *ISS teacher preparation, ISS teacher selection, program structure, academic level of students, and behavioral history of students, program adaptability for special needs students, and race and gender of students.* The study also looks at why reducing the number of out-of-school suspensions could enhance the opportunities for more at-risk students to stay in school.

A successfully designed ISS program could possibly enable students to succeed behaviorally, socially and educationally. Especially, when there are positive educational experiences on a continuing basis; and counseling to improve behavioral insights. Wheelock (2005) analyzed school suspension programs in Massachusetts, and concluded that keeping students in school is better than excluding them. However, ISS programs must ensure they are not just holding tanks for students.

The results of this research could be used to design a preventive or corrective plan of action; to help students make behavioral changes. It could also inform administrators on how ISS impacts student behavior; and the need for various types of behavior management programs. This study could go further in showing how students with behavior issues impact a school's test scores, and school/state reports (AYP, etc.).

Appendix A (continued)

If granted permission, a purposeful sample of fifteen elementary schools in the School District will participate in the study by completing a 58 item response survey. Preferably, assistant principals, ISS teachers, general and special education teachers will take part in the survey. The surveys will be given to educators in grades K-5 without regard to gender, race, ethnicity, experience, or degree level; however, these demographics will be included on the survey instrument.

I would like your permission to distribute the survey to the sample population noted above. If the specifications meet with your approval, please sign this letter where indicated below and return it to me in the enclosed return envelope (Via fax is also welcomed). Thank you very much.

Sincerely,

Sharon Canty-Jones

DONE AND DATED on this _____day of _____, 2006, by the undersigned member of the Public School District.

PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

_____

Signature

## APPENDIX B

### Letter to Principals Requesting Permission to Conduct Research

January 20, 2006

Dear Elementary School Principal:

I am completing my dissertation at Clark Atlanta University entitled "Perceived Factors Impacting the Effectiveness of ISS Programs in Elementary Schools: As determined by behavioral changes in students." The primary aim of this study is to learn more about in-school suspension (ISS) programs in elementary schools.

While participation in filling out this survey is completely voluntary, I need the cooperation of some of your staff members. The sincerity of their answers on the instrument will help me better understand the effect of ISS programs on student behavior.

The process for distributing surveys:

1. Surveys will arrive to your school on January 23, 2006.
2. If possible, the assistant principal may distribute the 11 surveys.
3. The following individuals should complete a survey: an assistant principal, the ISS teacher, one Special Ed. teacher, and eight classroom teachers.
4. For completion and return of survey, participants should receive a bag of M & M's to show my gratitude (candy will be delivered to the school).
5. If at all possible, surveys should be *returned by January 26, 2006.* Surveys should be placed in the enclosed return envelope provided.

The results will be reported as an aggregate; responses may be reported but respondents will remain anonymous. Results will be made available to schools and can be used as a data resource for future planning.

If you have any questions or concerns, please call me at (770) 991-4659. Thank you for your support.

Sincerely,

**Mrs. Sharon Canty-Jones**

Mrs. Canty-Jones

# APPENDIX C

## Letter Granting Permission to Conduct Research


Clayton County Public Schools
Office of the Chief Academic Officer
1058 Fifth Avenue • Jonesboro, Georgia 30236 • (678) 817-3060 • FAX (678) 817-3062

BARBARA M. PULLIAM, Ed.D.
Superintendent of Schools

SHARON L. CONTRERAS-HALTON
Chief Academic Officer


January 26, 2006

Ms. Sharon Canty-Jones
King Elementary School
5745 West Lee's Mill Road
College Park, GA 30349

Dear Ms. Canty-Jones,

Please be advised that your research project proposal has been reviewed and approved. Upon completion of your study, a copy needs to be sent to my office for any insights it might provide the district.

Should you have any questions, please feel free to contact me.

Sincerely,

Sharon C. Halton

Sharon L. Contreras-Halton
Chief Academic Officer

SLCH:cd

Copy: Cindy Lee, Brown Elementary
Debra Smith, Church Street Elementary
Lynda Daniel, Harper Elementary
Dr. Donna Jackson, Jackson Elementary
Janice Sills, Kemp Elementary
Donna Vining, Kilpatrick Elementary
Machelle Matthews, King Elementary
John Schaf, Lake City Elementary
Dean Lillard, Northcutt Elementary
Jeannie Campbell, Riverdale Elementary
Joy Day, Suder Elementary
Cynthia Dickerson, Tara Elementary

## APPENDIX D

### Georgia Discipline and Due Process Statues for ISS 20-2-154.1.

(A) It is the policy of this state that the alternative education program shall provide a earning environment that includes the objectives of the quality core curriculum and that the instruction in an alternative education program shall enable students to return to a general or career education program as quickly as possible. Course credit shall be earned in an alternative education program in the same manner as in other education programs. It is the policy of this state that it is preferable to reassign disruptive students to an alternative education program rather than suspending or expelling such students from school.

(B) Alternative education programs are intended to meet the education needs of a student who is suspended from his or her regular classroom and also of a student who is eligible to remain in his or her regular classroom but is more likely to succeed in a nontraditional setting such as that provided in an alternative education program.

(C) As part of the process of assigning a student to an alternative education program for academic or nondisciplinary reasons, the school shall assess, through policies and procedures promulgated by the local board of education, the needs of the student and consider options for addressing those needs.

Appendix D (continued)

(D) Each local school system shall provide an alternative education program that:

(1) Is provided in a setting other than a student's regular classroom;

(2) Is located on or off of a regular school campus and may include in-school suspension that provides continued progress on regular classroom assignments;

(3) Provides for disruptive students who are assigned to the alternative education program to be separated from nondisruptive students who are assigned to the program;

(4) Focuses on English language arts, mathematics, science, social studies, and self-discipline;

(5) Provides for students educational and behavioral needs; and

(6) Provides supervision and counseling.

(E) An alternative education program may provide for a student's transfer to a different campus, a school-community guidance center, or a community-based alternative school.

(F) A local school system may provide an alternative education program jointly with one or more other systems.

(G) Each local school system shall cooperate with government agencies and community organizations that provide services in the school district to students placed in an alternative education program.

Appendix D (continued)

(H) For the 2000-2001 and 2001-2002 school years, state funding of alternative education programs shall be based upon a full-time equivalent program count that equals 2.5 percent of the sum of the full-time equivalent program count of the middle grades program, the middle school program as defined in Code Section 20-2-290, the high school general education program (grades nine through 12), and the vocational laboratory program (grades nine through 12). For the 2002-2003 school year and thereafter, the amount of state funds appropriated and allocated for the alternative education program provided for in this Code section shall be based on the actual count of students served during the preceding year, except that the count of students served shall not exceed 2.5 percent of the sum of the full-time equivalent program count of the middle grades program, the middle school program as defined in Code Section 20-2-290, the high school general education program (grades nine through 12), and the vocational laboratory program (grades nine through 12). Funds earned may be expended in kindergarten and in grades one through 12.

(I) A local school system shall allocate to an alternative education program the same expenditure for each student attending the alternative education program, including federal, state, and local funds, that would be allocated to the student's school if the student were attending the student's regularly assigned education program, including a special education program, except as otherwise provided in this Code section.

Appendix D (continued)

(J) Upon the request of a local school system, a regional educational service agency may provide to the system information on developing an alternative education program that takes into consideration the system's size, wealth, and existing facilities in determining the program best suited to the system.

(K) If a student placed in an alternative education program enrolls in another local school system before the expiration of the period of placement, the local board of education requiring the placement shall provide to the local school system in which the student enrolls, at the same time other records of the student are provided, a copy of the placement order. The local school system in which the student enrolls may continue the alternative education program placement under the terms of the order or may allow the student to attend regular classes without completing the period of placement.

(L) The State Board of Education shall adopt rules necessary to administer the provisions of this Code section. Academically, the mission of alternative education programs shall be to enable students to perform at grade level. Annually, the Office of Student Achievement shall define for alternative education programs acceptable performance and performance indicating a need for peer review, based principally on standards defined by the Office of Student Achievement that measure the academic progress of students toward performing at grade level while attending an alternative education program.

APPENDIX E

Research Questionnaire

Perceived Factors Impacting the Effectiveness of ISS Programs in Elementary Schools:
*As determined by behavioral changes in students*

INSTRUCTIONS

1. Administrators are to complete the entire questionnaire. Teachers are to skip questions 13 – 28 in Section 2. *Note: The procedures used to analyze your responses require that the essential questions be answered.*

2. If you do not find the exact answer that most accurately reflects your feelings, select the response that comes closest.

3. *Section 1* of the survey will provide me with background information.

4. *Section 2* of the survey is the questionnaire. Please indicate your response by placing an (x) in the appropriate column.

5. *The answers you give will be completely confidential.* All data will be reported in the aggregate and your anonymity will be protected. It is important that you be as honest as possible when completing the questionnaire.

## Section 1:

Please answer the following questions:

*DEMOGRAPHICS: Please circle, check or estimate to complete this section.*

1. Your Race
   (a) White
   (b) Black
   (c) Hispanic (non-Black)
   (d) Asian

2. Your Gender
   (a) Male
   (b) Female

3. Are you certified in all core subjects: Reading, Language Arts, Math, Science and Social Studies?
   (a) Yes
   (b) No

Appendix E (continued)

4. Certificate Currently Hold:
   ___ Provisional Certificate
   ___ Conditional Certificate
   ___ Clear renewable Certificate

5. Current Position
   (a) Paraprofessional
   (b) Teacher
   (c) Administrator

6. Are you an ISS teacher?
   (a) Yes
   (b) No

7. List Highest Degree Earned:
   ___ Associates
   ___ Bachelors
   ___ Masters
   ___ Specialist
   ___ Doctorate

8. Estimate the percentage of students by gender at your school for the *previous* year (0 to 100%):
   _____ Boys
   _____ Girls

9. Estimate the percentage of students by gender at your school for the *current* year (0 to 100%):
   _____ Boys
   _____ Girls

10. Estimate the percentage of students by gender that was in ISS the previous year (0 to 100%):
    _____ Boys
    _____ Girls

11. Estimate the percentage number of students by race at your school (0 to 100%):
    _____ White
    _____ Black
    _____ Hispanic
    _____ Asian
    _____ Other

12. Estimate the percentage of students by race that was in ISS the previous year (0 to 100%):
    _____ White
    _____ Black

Appendix E (continued)

_____ Hispanic
_____ Asian
_____ Other

## Section 2

| (Administrators Complete):<br><br>For each of the statements below, please indicate the extent of your agreement or disagreement by placing an (x) in the appropriate column.<br><br>*Questions 13 - 28 are to be answered by administrators.* | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| ISS Teacher Preparation | | | | |
| 13. ISS teachers are qualified to teach elementary school students | | | | |
| 14. ISS teachers have received specialized training in teaching problem-solving skills to students. | | | | |
| 15. ISS teachers have received specialized training in teaching anger management skills to students. | | | | |
| 16. ISS teachers have received specialized training in teaching conflict resolution skills to students. | | | | |
| 17. ISS teachers have received specialized training in behavior modification. | | | | |
| 18. ISS teachers have received specialized training in recognizing students who are "at risk." | | | | |
| 19. Paraprofessionals have received adequate training to serve as ISS teachers. | | | | |
| 20. Release time or other arrangements are made for personnel to attend in-service/professional learning as needed to provide appropriate educational services. | | | | |
| 21. ISS teachers are equipped to work with students who have exceptionalities. | | | | |
| 22. Paraprofessionals assigned as the ISS teacher have at least two years of college and education course(s). | | | | |
| 23. Students are monitored to see if behavioral changes occurred after leaving the ISS program. | | | | |

Appendix E (continued)

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| **ISS Teacher Selection** | | | | |
| 24. Selection criteria for ISS teachers are appropriate. | | | | |
| 25. ISS teachers are selected based on their level of education. | | | | |
| 26. The process for ISS teacher placement is clearly defined | | | | |
| 27. The ISS teacher is given a job description. | | | | |
| 28. The ISS teachers in my school have less than 2 years of experience. | | | | |
| **Program Structure** | | | | |
| 29. ISS teachers have the necessary textbooks and materials to teach the Georgia Professional Standards. | | | | |
| 30. Students have a schedule to follow in the ISS room. | | | | |
| 31. Students are taught conflict resolution and problems solving skills in ISS. | | | | |
| 32. The ISS program has measurable goals and objectives. | | | | |
| 33. ISS evaluations standards are aligned with program goals and objectives. | | | | |
| 34. Students receive assistance with core subject areas. | | | | |
| 35. Teachers send enough work to keep students on track academically. | | | | |
| 36. The program has a set of strategies to teach and enforce behavioral expectations with students. | | | | |
| **Academic Level of Students** | | | | |
| 37. Most students assigned to ISS are experiencing academic challenges. | | | | |

Appendix E (continued)

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 38. Students who can work independently are often assigned ISS. | | | | |
| 39. Students who have repeated a grade often receive ISS. | | | | |
| 40. Most of the students who are assigned ISS have scored a 1 on the CRCT. | | | | |
| 41. Students who fail to complete assignments in class also fail to complete them in ISS.<br>*(Administrators and Teachers Complete):*<br>For each of the statements below, please indicate the extent of your agreement or disagreement by placing an (x) in the appropriate column. | | | | |
| Behavioral History of Students | | | | |
| 42. Usually students, who are assigned ISS once, often are assigned again. | | | | |
| 43. Discipline records of those assigned ISS are usually extensive. | | | | |
| 44. Student behavior does not improve after being assigned ISS. | | | | |
| 45. Most students assigned ISS have discipline problems that need some sort of counseling. | | | | |
| 46. Students who are assigned ISS usually are in the SST process. | | | | |
| Program Adaptable for Special Needs Students | | | | |
| 47. Special Ed. students are receiving all services identified in their IEP's while in ISS. | | | | |
| 48. The instructional day for students with IEP's is of appropriate length. | | | | |

Appendix E (continued)

| | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|---|---|---|---|
| 49. There is a system in place for tracking a special needs student's number of ISS days. | | | | |
| 50. Students with Emotional Behavior Disabilities (EBD) are over-referred to ISS. | | | | |
| 51. ISS teachers are equipped to handle the behaviors of an EBD student. | | | | |
| Behavioral Outcomes | | | | |
| 52. After serving ISS, students display disruptive behaviors and rebellious attitudes towards authority figures. | | | | |
| 53. After serving ISS, students take responsibility for their own actions. | | | | |
| 54. After serving ISS, students exhibit off-task behaviors. | | | | |
| 55. After serving ISS, students demonstrate self-control. | | | | |
| 56. After serving ISS, students respond appropriately to redirection. | | | | |
| 57. After serving ISS, students become physically aggressive with peers. | | | | |
| 58. After serving ISS, students have difficulty working effectively in a group. | | | | |

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